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ABSTRACT

This manual describes a system for the international collection of annual statistics on literacy programs. The main elements of the system that are discussed are the questionnaires to be administered and the instruction to be followed when collecting essential data on literacy programs at the international, national, and local or project levels. Individual chapters discuss data collection at each of these levels. Appendixes provide additional information on how to use the International Standard Classification of Education (ISCED), some examples of graphs and completed forms, and a list of participants at the 1978 UNESCO Meeting on Statistics for Literacy Programmes. A bibliography and a key word index are also included. (RL)

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Division of Statistics on Education

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UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL ORGANIZATION

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GUIDELINES FOR THE COLLECTION OF STATISTICS ON LITERACY PROGRAMMES

(Preliminary Manual)

Current studies and research in statistics

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PREFACE

Since 1976 Unesco has been undertaking a programme of work designed to produce a set of standard questionnaires and instructions for the international collection of annual statistics on literacy programmes. The work has been carried out jointly by the Unesco Office of Statistics and the Unesco Division of Literacy, Adult Education and Rural Development, with the aid of consultants and the participation of experts and national authorities and the International Institute for Adult Literacy Methods (Tehran).

Two Unesco meetings of Experts were held in Tehran at the International Institute for Adult Literacy Methods (IIALM), in October 1976 and in October 1978. The first meeting examined a draft working document entitled "Manual Dealing with Statistics on Literacy Programmes".

The draft working document as revised by the group of experts on adult literacy statistics was published in 1976 under the title "Proposals for the Collection of Statistics on Literacy Programmes". During 1977 and 1978 this document was field-tested in four selected countries (Brazil, Jamaica, Sierra Leone and Tanzania). The results of the pilot-tests were discussed at the second meeting (in October 1978) which was attended by representatives of the four countries concerned.

The present document attempts to synthesize and generalize the experience gained during the pilot-tests and is intended to serve as a preliminary manual for the international collection of annual statistics on literacy programmes. The Manual is currently being applied in India and the Arab Republic of Egypt, and it is hoped that other Member States will apply it during the coming years. Unesco plans to organize regional training programmes on the collection of statistics on literacy programmes and to encourage national and regional training institutes to organize similar training activities using this Manual as the principal working document.

In nearly all statistical systems there is a certain relativity in their classifications and terminology which tends to hide the multifarious and dynamic reality. Thus the classification of literacy programmes proposed in this Manual, although based on the actual experience of the many contributors, may need to be adapted by users of the Manual to meet national priorities and to reflect the concrete situation. In addition to the suggested types of programmes and their codes, allowance has been made for other specific programmes. In order to maintain international comparability, it is proposed that any such modifications or further subdivisions should permit aggregation into the standard programmes presented in the Manual. Similarly, while Member States are advised to adopt national terminology when applying the Manual, they are requested to show the corresponding standard international codes in their published statistics so as to facilitate interpretation and international comparability.

It is supposed that, in using the Manual, new experience will be obtained. Accordingly, Unesco will be able to build on this experience and improve upon the present Manual in the future. Readers are invited to send their suggestions for improving the Manual to the Office of Statistics, Unesco, 7 Place de Fontenoy, 75700 Paris, France.

We should like to express our gratitude to all the individuals, governments and organizations who contributed to the development of the present Manual. In particular, we would like to express our thanks to the national authorities of Brazil, Jamaica, Sierra Leone and Tanzania, and to the International Institute for Adult Literacy Methods in Tehran.

Unesco, Office of Statistics
Paris
November 1979

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CHAPTER I

INTRODUCTION

The Purpose of the Manual

1. This Manual attempts to describe a system for the international collection of annual statistics on activities relating to literacy programmes. The main elements of this system are the questionnaires to be administered and the instructions to be followed in the collection of data essential for the analysis and evaluation of literacy programmes at the international, national and local or project levels. In determining what data-items to include, account has been taken of what might be considered essential and what is at present practicable to collect. The system does not, therefore, cover certain statistical data which could be collected in some countries, nor does it propose the collection of certain potentially useful data which would, in many countries, be difficult to collect.

2. Whereas related stock data on literacy are generally recognized as important indicators of the state of literacy of a given population group, such statistics will not be dealt with in the present Manual since they fall outside the scope of literacy programmes. Readers interested in statistics on literacy rates are referred to Publication Nos. [13, 14, 15, 16 and 17]*.

3. The need for more adequate statistics on literacy and other types of adult education programmes is on record in numerous reports resulting from national and international conferences and meetings. The Third International Conference on Adult Education sponsored by Unesco in Tokyo in August 1972 drew attention to "the absence of any methodology for listing the various forms of adult education, and the urgent need for statistical data in order to work out and to implement adult education plans". It, therefore, called upon Member States and Unesco "to develop a basis for the collection of international statistics on adult education" [4] .

4. A Manual [2] and a Practical Guide [3] for the collection of adult education statistics have been published by the Unesco Office of Statistics. Although the Manual and Practical Guide apply to literacy as well as to other adult education programmes, they do not deal with matters specifically applicable to literacy programmes. The Unesco General Conference at its eighteenth session considered it desirable that a special manual treating statistics on literacy programmes be prepared.

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* Numbers in square brackets refer to items in the Bibliography (see pp. 62 and 63).

5. At the national level, the long-term aim should be to develop a comprehensive statistical framework which will provide a basis for the planning and evaluation of adult literacy programmes. Ideally, this should include such information as the socio-economic characteristics of participants and non-participants. However, the most immediate aim of the present Manual is limited to the development of annual surveys of literacy programmes that are held in order to provide measures of the participation of learners, the supporting activities and the resources allocated (staff and finance).

6. The data-elements proposed for describing the type of programme are the subject-matter content (i.e. in addition to literacy and numeracy), the average duration of programmes in hours and whether TV and/or radio are used on a regular basis as media of instruction in literacy classes. The subject-matter content is considered as an important descriptor of the type of programme because it provides a measure of the extent to which the programme relates to the social and economic environment of illiterates. The duration of programmes is a quantitative descriptor of the efforts of both teachers and participants, and provides a useful bench-mark for evaluating the subject-matter content and overall costs. The use of TV and radio in literacy classes may prove to have a significance in the reduction of drop-outs and the levels of literacy achieved. (For national purposes this information can also be used to monitor the use that is made of literacy broadcasts).

7. Three main questions relate to participants: total enrolment, the number completing at least half of the programme and the number who were made literate. These three measures are inter-related: the difference between the total enrolment and the number completing at least half the programme indicates the extent of drop-out in the first half of the programme; the difference between those completing at least half the programme and those made literate is composed of later drop-outs and persons who completed the programme but were not considered to have achieved literacy; finally the difference between the total enrolment and the number made literate is a measure of the total number of drop-outs or 'failures'.

8. The success of literacy programmes depends to a large extent on the resources that are available for undertaking them. The variables that are proposed for collecting data on resources for literacy programmes take various forms: firstly there are the teaching and non-teaching , paid and voluntary staff; secondly there are the financial resources; in addition there are various literacy support activities such as the preparation of primers, periodicals and other reading materials for illiterates and neo-literates, the maintenance of libraries for neo-literates, the provision of mobile units and TV and radio broadcasts.

9. This Manual is composed of three more chapters and five appendices. Chapter II deals with international statistics on literacy programmes. A five part questionnaire and relevant instructions are proposed for reporting national data for international purposes.

10. Chapter III describes the data requirements at the national level, and gives guidance to national authorities concerning the collection of the basic data required to make a national summary of statistics on literacy programmes.

11. Chapter IV deals with statistics for individual literacy projects. The Chapter discusses the need for statistics for evaluating individual projects, and some of the major aspects that determine the levels of achievement and functioning of projects are listed. A sample registration form is presented, and a form for preparing an annual summary of participation and progress is proposed. This annual summary, based on attendance records, would be drawn up for each programme and would supply the data required for completing parts of the questionnaire described in Chapter II.

12. The Manual ends with some Appendices, a Bibliography and an alphabetic index of key terms used in the Manual.

13. This Manual is concerned with collection of primary data on adult literacy programmes - though statistics on literacy in their turn, have to reflect the totality of efforts through childhood school attendance, adult literacy programmes and all other forms of literacy follow-up activities. Wherever necessary, the information from other sources (as secondary data) can be collated to complete the picture of statistics on literacy, especially for global comparative purposes and for socio-economic planning at the national or regional level.

CHAPTER II

INTERNATIONAL STATISTICS ON LITERACY PROGRAMMES

14. The collection of statistics at the international level implies a flow of information (via questionnaires) to and from an international agency and national governments, and to and from national governments and literacy projects. In federal states the national government may have to channel requests for data through state, provincial or district governments. Before reaching the project level, questionnaires may also pass through parent agencies responsible for the organization of several projects.

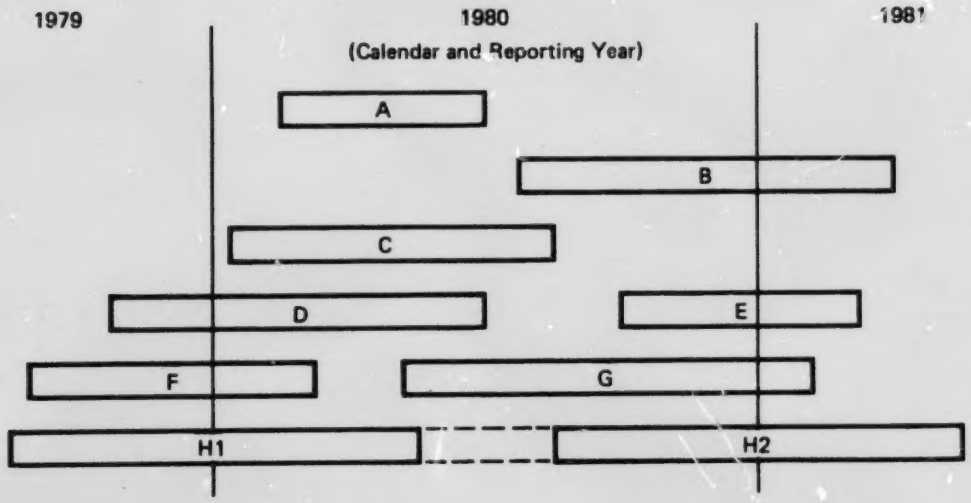
15. In this Chapter, a five-part questionnaire, "National Summary of Literacy Programmes"is described. The flow of the information for completing this questionnaire is illustrated in Figure I on page 21. Typically, the data collection from individual literacy classes will begin at the project and district levels. Data will then be consolidated and summarized at state and national levels by programme categories and types.

16. National authorities may also wish to collect specific data elements over and above those required for international purposes, on a regular or periodic basis, possibly using sampling methods. No standard questionnaires can be prescribed for such items of purely national importance since national priorities and requirements will vary considerably from country to country. However, Appendix I suggests additional data elements which might be incorporated into questionnaires for wider data collection efforts.

The Reporting Year

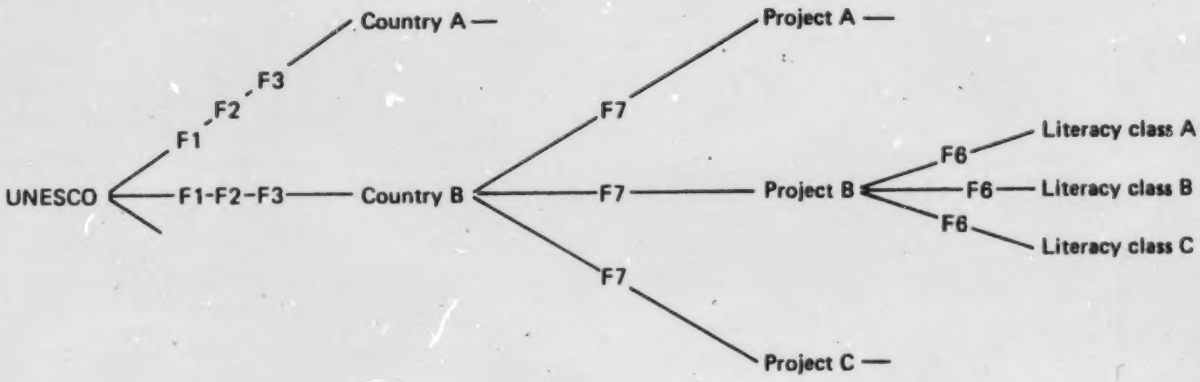
17. In different countries, and even in a single country, starting and ending dates of literacy programmes can vary considerably. In reporting annual data the problem arises as to what the reporting year should be, and which programmes should be included in each annual survey, especially in cases where they overlap two reporting years. It is proposed that the reporting year will be the calendar year (January 1 to December 31), and that only programmes terminating in the reporting year should be included. Those terminating in the following year will be reported in the survey relating to that year.

18. The following diagram represents the timetable of various literacy programmes with respect to a reporting year of 1980. In this example only programmes A - C - D - F and H_1 should be reported in 1980.Programme H is an example of a two-year programme divided in two one-year cycles, H_1 (which terminates in 1980), and H_2. Programmes B, E, G and H_2, which will terminate in 1981, will be reported in the survey relating to 1981.



The principal questionnaire forms for collecting annual data on literacy programmes

19. The diagram below illustrates the flow of questionnaire forms, relating to enrolment and teachers, from Unesco through to individual literacy classes and back:



Each form is identified by a number (F1), (F2), etc. . (F6) is a very simple form which could be used by literacy project (or local administrative) officers for their own convenience to collect statistics at the literacy class level. (F7) could be used by Member States for collecting summaries from literacy project (or local administrative) officers of data reported on (F6). (F1) is a summary for the whole country, while (F2) and (F3) provide a breakdown by urban and rural. (F6) and (F7) are presented on page 26 and page 29 respectively. The forms for international reporting (F1), (F2), (F3), (F4) (a form on supporting activities for literacy programmes), and (F5) (a form on financial data and the extent of voluntary services rendered), are presented on the following pages.

FORM 1 (F1) NATIONAL SUMMARY OF LITERACY PROGRAMMES FOR THE YEAR 1980 COUNTRY: _____

		Type of programme (ISCED Codes) (1)	Average weighted number of study hours per student (2)	Enrolment by programme: Total M + F (3)	Enrolment by programme: of which F (4)	Number completing at least half of the programme: Total M + F (5)	Number completing at least half of the programme: of which F (6)	Number made literate in the programme: Total M + F (7)	Number made literate in the programme: of which F (8)	Total teaching staff: Total M + F (9)	Total teaching staff: of which F (10)
Total	1	10 800									
	2	10 811									
	3	10 821									
	4	10821 ___									
	5	10821 ___									
	6	10821 ___									
	7	10821 ___									
	8	10821 ___									
	9	10821 ___									
	10	10821 ___									
	11	10821 ___									
Of which TV used on regular basis	13	10 811	Simple literacy								
	14	10 821	Functional (total)								
	15	10821 ___	___ ___								
	16	10821 ___	___ ___								
	17	10821 ___	___ ___								
	18	10821 ___	___ ___								
	19	10821 ___	___ ___								
	20	10821 ___									
of which radio used on regular basis	22	10 811	Simple literacy								
	23	10 821	Functional (total)								
	24	10821 ___	___ ___								
	25	10821 ___	___ ___								
	26	10821 ___	___ ___								
	27	10821 ___	___ ___								
	28	10821 ___	___ ___								
	29	10821 ___	___ ___								
	30	10821 ___									

Questionnaire completed by: _____ Mailing address: _____

Date: _____

Received by: _____

Date: _____

FORM 2 (F2) URBAN

COUNTRY: _____

NATIONAL SUMMARY OF LITERACY PROGRAMMES IN URBAN AREAS FOR THE YEAR 1980

Type of programme (ISCED Codes)		Average weighted number of study hours per student	Enrolment by programme		Number completing at least half of the programme		Number made literate in the programme		Total teaching staff	
			Total M + F	of which F	Total M + F	of which F	Total M + F	of which F	Total M + F	of which F
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10 800	TOTAL									
10 811	simple									
10 821	functional									
10821.01	general									
10821.18	fine arts									
10821 22	humanities									
10821.26	religion									
10821.30	social science									
10821.50	health									
10821.52	trade, craft, industry									
10821.58	community									
10821.62	agriculture, forestry, fishing									
10821.66	home economics									
10821.70	transport									
10821.78	service trades									
10821.89	other									

FORM 3 (F3) RURAL

COUNTRY: _____

NATIONAL SUMMARY OF LITERACY PROGRAMMES IN RURAL AREAS FOR THE YEAR 1980

Type of programme (ISCED Codes)		Average weighted number of study hours per student	Enrolment by programme		Number completing at least half of the programme		Number made literate in the programme		Total teaching staff	
			Total M + F	of which F	Total M + F	of which F	Total M + F	of which F	Total M + F	of which F
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10 800	TOTAL									
10 811	simple									
10 821	functional									
10821.01	general									
10821.18	fine arts									
10821.22	humanities									
10821.26	religion									
10821.30	social science									
10821.50	health									
10821.52	trade, craft, industry									
10821.58	community									
10821.62	agriculture, forestry, fishing									
10821.66	home economics									
10821.70	transport									
10821.78	service trades									
10821.89	other									

FORM 4 (F4) COUNTRY: _____

NATIONAL SUMMARY OF LITERACY SUPPORT AND FOLLOW-UP ACTIVITIES FOR THE CALENDAR YEAR 1980 (OR THE FINANCIAL OR OPERATING YEAR ENDING IN 1980)

(N.B. Report only those activities which were designed specifically as support or follow-up activities for literacy programmes)

1. Reading Materials (Books, Periodicals, Rural Press)

Number of titles and/or issues	Total copies produced	No. of copies distributed		Annual current expenditure*
		Nos. distributed free	Nos. sold	

2. Libraries (including Mobile Libraries)

Number of libraries	Total stock of volumes (books, periodicals, newspapers)	Total No. of borrowers using libraries during the year	Total No. of loans during the year	Annual current expenditure*

3. Mobile Audio-visual Units (excluding Mobile Libraries)

Number of units in operation	Total field visits made during the year	Estimate of public reached	Annual current expenditure*

4. Television Broadcasts

Audience focus (check one or more)			Programme focus by ISCED Codes	Total hours of transmission	Estimated target population	Full-time staff		Annual current expenditure*
Urban	Rural	General				HQ	Field	
☐	☐	☐	108.... 108.... 108....					

5. Radio Broadcasts

Audience focus (check one or more)			Programme focus by ISCED Codes	Total hours of transmission	Estimated target population	Full-time staff		Annual current expenditure*
Urban	Rural	General				HQ	Field	
☐	☐	☐	108.... 108.... 108....					

6. Other (Specify)

	Estimated target population	Full-time staff		Annual current expenditure*
		HQ	Field	

* National currency: _____
Units reported (e.g. units/thousands/millions)
Underline the unit used

FORM 5 (F5) COUNTRY: _____

FINANCIAL DATA (SOURCES OF FUNDING) AND VOLUNTARY SERVICES FOR LITERACY ACTIVITIES, CALENDAR YEAR 1980 (OR THE FINANCIAL OR OPERATING YEAR WHICH ENDING IN 1980)

Total Operating income from:*

Student Fees (1)	Non-governmental National and Local sources (2)	Local and Regional Government (3)	National Government Sources (4)	International and foreign sources (5)	Total operating income from all sources (6)

Voluntary Services Rendered.

Volunteer teachers		Volunteer staff performing other duties	
No. (7)	Total teaching hours (8)	No. (9)	Total working hours (10)

* National currency:
Units reported (e.g. units/thousands/millions)
Underline the unit used

Instructions for completing Form 1 (F1)

a. (F1) Lines 1-11

20. The present Manual has been designed to be consistent with the International Standard Classification of Education (ISCED). Appendix 2 contains a description of ISCED and its relevance to literacy programmes, and gives the codes and definitions of various types of literacy programmes. Appendix 4 shows examples of Forms (F1) to (F5) as they would appear when completed.

21. Column 1 of (F1) lists the ISCED codes which refer to literacy programmes. The number of participants and teachers reported for code 10800 (line 1) should be equal to the total for programmes 10811 and 10821 (lines 2 and 3). (It should also be the sum of codes 10800 in (F2) and (F3)). The number of participants and teachers reported for code 10821 (line 3) should be equal to the sum of the figures reported in lines 4-11 for programmes 10821.01, 10821.18, ...10821.89. (Fi) Col.(1)

22. Under column (1), in lines 4 to 11, two more digits are to be added as a suffix to ISCED Code 10821 to indicate the specific functional literacy programmes (as defined in Appendix 2) in order to provide a disaggregation of the figures contained in line 3. It is expected that no single country will have more than eight different types of functional literacy programmes in a given year, so only eight lines have been allocated in (F1).

23. Since the expected number of study hours per student may vary from programme to programme, the figure reported in Column (2) should be calculated as a weighted average of study hours per student. For example, health-related functional literacy programmes of three different durations take place and are completed in a country during the reporting period and the expected study hours and enrolments are as follows: (F1) Col.(2)

	ISCED Code	Expected study hours	Enrolment
	(1)	(2)	(3)
(Programme 1)	10821.50	197	524
(Programme 2)	10821.50	250	627
(Programme 3)	10821.50	171	182
(National Summary)	10821.50	218	1,333

In the above example, the average weighted number of study hours to be reported in the national summary

$$= \frac{(197 \times 524) + (250 \times 627) + (171 \times 182)}{1,333}$$

= 218 (rounded to the nearest unit)

24. In completing the Questionnaire at national level for international reporting, enrolment refers to the reporting year as explained in paragraphs 17 and 18. In column (3) M + F refers to both Male and Female participants, and column (4) refers to Female participants only.

(F1) Cols.(3) and (4)

25. The number of persons who completed half of the programme may be calculated in various ways depending on what records are available at the national level: a) the number who completed at least half of the expected study hours reported in column (2); b) those who achieved the intermediate levels of a programme composed of various levels (when applicable); and so on. As in columns (3) and (4), M + F refers to Male plus Female, and F refers to Female only.

(F1) Cols.(5) and (6)

26. The figures to report in columns (7) and (8) refer to persons who became literate during the reporting period, that is to say, persons who completed a literacy course and were judged to have successfully completed it.

(F1) Cols.(7) and (8)

27. Enter the total number of teaching personnel employed in either full- or part- time direct teaching activities for each of the programmes listed. Count only once teachers who run more than one programme. Include both paid and voluntary teachers. In a given programme, replacement (or substitute) teachers should not be counted; thus the number of teachers to be reported per programme should not exceed the number required on a given day of the programme.

(F1) Cols.(9) and (10)

b. (F1) Lines 13-20 and 22-30

28. If TV is used on a regular basis in literacy programmes, complete lines 13-20, columns (1) and (3) to (8), according to the instructions contained above in paragraphs 22 and 24 to 26

If radio is used on a regular basis in literacy programmes, complete lines 22-30, columns (1) and (3) to (8) according to the instructions contained above in paragraphs 22 and 24 to 26.

Instructions for completing Form 2 (F2) and Form 3 (F3)

29. (F2) is for reporting those programmes listed in (F1) which were held in urban areas and (F3) is for those which were held in rural areas. The definitions to apply to urban and rural areas should be those which are used for national purposes in censuses and surveys, in order to permit, in so far as is possible, correlations with census data.

(F2),(F3)

30. Column (1) lists the ISCED codes which refer to literacy programmes in urban (F2) and rural (F3) areas. The number of participants and teachers reported for code 10800 should be equal to the total for programmes 10811 and 10821. The number reported for code 10821 should be equal to the total for the programmes 10821.01, 10821.18, ... 10821.89.

(F2),(F3) Col.(1)

31. The same calculations as shown in paragraph 23 should be made to report figures in column (2) on (F2) and (F3).

(F2),(F3) Col.(2)

32. The same procedure as explained in paragraph 24 is to be used to show the enrolment by programme for the year.

(F2),(F3) Cols.(3) and (4)

33. The same procedure as explained in paragraph 25 is to be used to indicate the number of persons completing at least half of the programme during the report period.

(F2), (F3) Cols. (5) and (6)

34. The same procedure as outlined in paragraph 26 is to be used here to report the number of persons made literate in the programme during the reporting period.

(F2), (F3) Cols. (7) and (8)

35. The same procedure as indicated in paragraph 27 is to be used here to report the teaching staff.

(F2), (F3) Cols. (9) and (10)

Instructions for completing Form 4 (F4)

36. This form is to be used to report information on the literacy support and follow-up activities (sometimes called ancillary activities, pre- and post- literacy activities) undertaken in the reporting year. Figures on current expenditure should be expressed in terms of the national currency. If multiples of national currency are used, the multiplying factor should be indicated.

37. Section 1 is for recording data on the production, distribution and annual expenditure of reading materials as ancillary support (but not always exclusively) for literacy programmes. The reading materials will include those books, periodicals, brochures and the rural press which are specifically for those in the process of becoming literate, for neoliterates and for the new reading public. In the lefthand block enter the total number of titles and/or issues of periodicals produced and distributed during the reporting year. In the second block from the left, enter the total number of copies produced during the reporting year. The third and fourth blocks are for reporting the number of copies distributed free, (or sold) during the reporting year, and the sum of these two blocks may be less than the corresponding annual production reported in the second block, or may exceed it (if considerable quantities produced in preceding years were not distributed until the reporting year). The annual current expenditure should include all expenditures associated with the preparation, production and distribution of these reading materials incurred during the reporting year.

(F4) Section 1

38. Section 2 is for reporting data on rural libraries established and maintained mainly (but not necessarily exclusively) as a support and follow-up to literacy programmes. The section covers mobile libraries as well as those on fixed premises.

(F4) Section 2

39. Section 3 is for reporting data on all mobile units (other than mobile libraries) which are used to support literacy activities through extension programmes. Such units consist of specially equipped vehicles staffed by projectionnists and extension demonstrators that visit non-literates and neo-literates in their residential or working environment in order to fulfil various activities supportive to literacy programmes. These activities might include the identification of potential candidates for literacy programmes, recruitment, publicity, or programmes in home economics, trades and crafts, culture, consciousness-raising, etc., conceived as parallel programmes to literacy programmes but organized by different personnel. Extension programmes for adults which are not intended to provide a support or reinforcement for literacy programmes should not be reported on the present questionnaires. The total number of field visits will be the sum of all visits by the mobile units during the reporting year, including all repeat visits to the same community. However, for the estimate of the public reached, count only once the same public visited on various occasions.

(F4) Section 3

40. Section 4 is for reporting data on the transmission of literacy and/or literacy support programmes by television. In the block for audience focus indicate whether the various broadcasts are aimed at urban audiences, rural audiences and/or both urban and rural audiences by checking one or more of the three sections of this block. Indicate the types of literacy programmes that are transmitted and subject matter support provided to literacy programmes by television by completing the ISCED codes (according to the list in Appendix 2). The total hours of transmission should include repeat broadcasts. The estimated target population is the number of illiterates within receiving distance of the transmitters. Annual current expenditure should relate to costs related to the preparation of programmes for transmission.

(F4) Section 4

41. The same instructions as shown above for television programmes apply to Section 5 but with respect to literacy programmes broadcast by radio.

(F4) Section 5

42. Section 6 is for reporting other significant literacy support and follow-up activities not elsewhere specified, (e.g. in Jamaica material specially designed for neo-literates is supplied to the public library system, and in Brazil, MOBRAL organizes cultural centres for adults attending literacy classes and for neo-literates).

(F4) Section 6

Instructions for completing Form 5 (F5)

43. Financial data (sources of funds). Boxes (1) to (6) are for reporting the operating funds provided for literacy programmes and literacy support and follow-up activities.

Student fees. Enter the total amount of operating income derived from student fees.

(F5) Box (1)

44. Non-governmental national or local sources. Enter that part of operating income which was provided by non-governmental national or local bodies (private funds from individuals, grants from industry, trade unions or parent adult education bodies, etc.). Do not include student fees which are to be reported separately in Box (1).

(F5) Box (2)

45. Local and regional government sources. Enter that part of operating income which was provided out of public funds by local or regional governments.

(F5) Box (3)

46. National government sources. Enter that part of operating income which was provided by national ministries or governmental agencies.

(F5) Box (4)

47. International and foreign sources. Enter that part of operating income which came from foreign or international sources, both governmental and non-governmental.

(F5) Box (5)

48. Total operating income. Enter in Box (6) the total operating funds provided from all sources for literacy programmes given during the period for which data are being reported. This total should equal the sum of the figures entered in Boxes (1) to (5).

(F5) Box (6)

Voluntary services rendered for literacy activities

49. Boxes (7) and (8) are for reporting the number of full- and part- time volunteer literacy teachers and their cumulative teaching hours.

(F5) Boxes (7) and (8)

Boxes (9) and (10) are for reporting the number of volunteer-staff who perform non-teaching work in relation to literacy activities, and the sum of the unpaid hours of work undertaken during the reporting period. Data on volunteer staff who perform both literacy teaching and non-teaching duties should be included in all the boxes (7), (8), (9) and (10).

(F5) Boxes (9) and (10)

The flow of questionnaire forms

50. Figure 1 illustrates the flow of questionnaire forms between the international agency and individual literacy classes via various other levels. On the left-hand side is the example of a non-federal state which may collect data directly from the project level, as well as from parent agencies which organize various projects. Form 6 (F6), which is shown on page 26, is proposed for the convenience of project and local administrative units for collecting information on individual literacy classes. The local administrative unit can use the data reported on (F6) form to complete (F7) (see page 29). Form 7 (F7) is proposed for the convenience of national authorities for collecting the data required to complete (F1), (F2) and (F3). It is assumed that the information on literacy support and follow-up services to be reported on (F4) will not be requested from individual literacy projects since parent agencies (and government agencies) will have the relevant data. On the right-hand side of Figure 1 an example is given of the flow of forms in a federal state where projects are administered by state, provincial or district governments. In this case it is expected that the forms will be summarized at the sub-national governmental level (which would have the advantage of permitting intra-country comparisons).

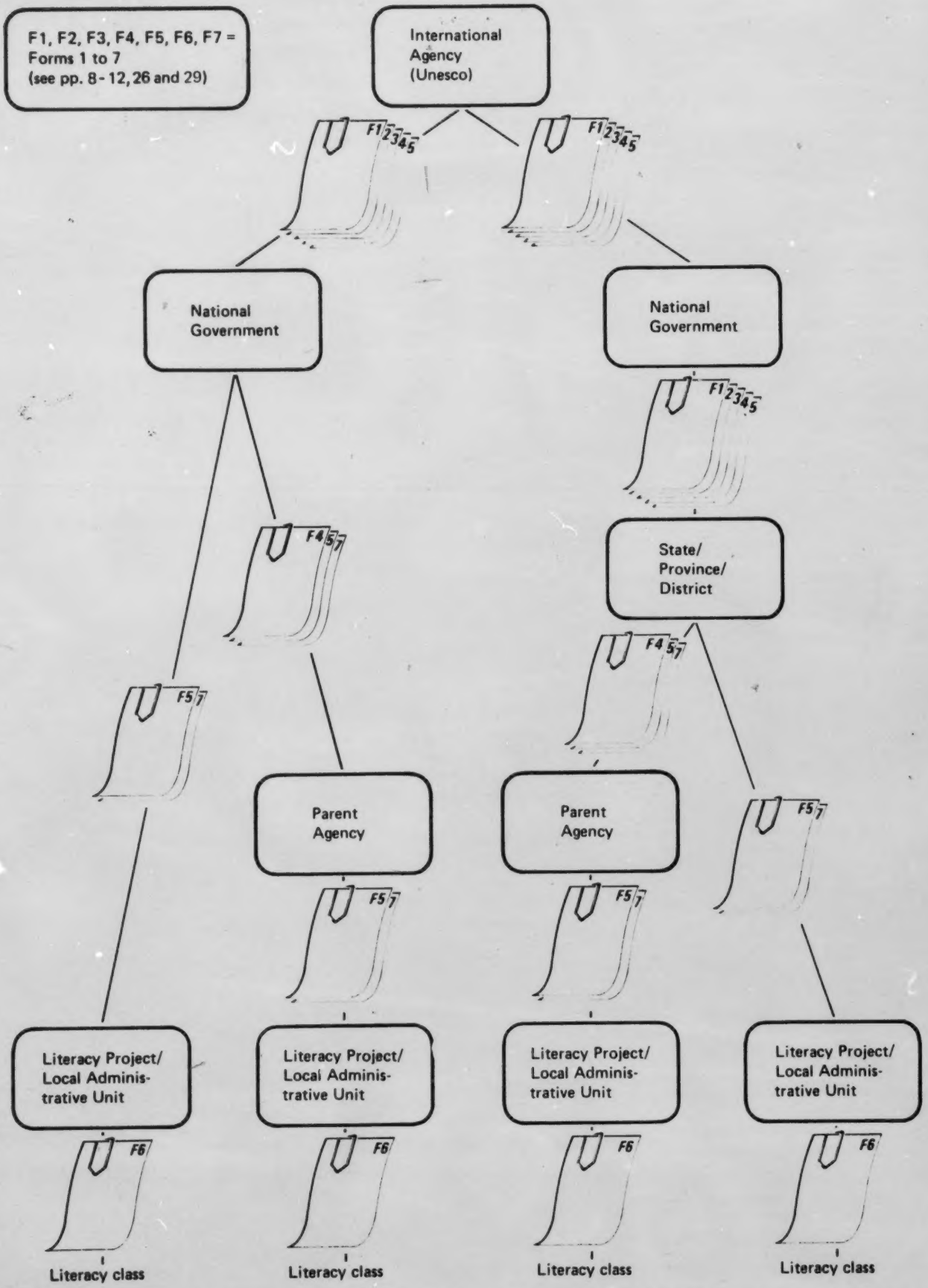


FIG. 1: THE FLOW OF QUESTIONNAIRE FORMS RELATING TO LITERACY PROGRAMMES

CHAPTER III

NATIONAL (AND REGIONAL) STATISTICS ON LITERACY PROGRAMMES

51. An underlying assumption in the preparation of this Manual is that information is a resource. It must also be realized that the gathering of information involves costs. In order to minimize and justify these costs, the national information requested by Unesco is that which it is assumed Member States are collecting or would desire to collect for their own purposes. The information available at the international level is therefore seen as a by-product of the information collected to meet project and national requirements. Figure 1, page 21, indicates this relationship.

52. The steps which will have to be taken before data can be collected will depend upon the situation in each Member State. In some States, there may already exist a system for collecting statistics on literacy classes. Data will, in many cases, already be available at national level. In other States, consideration may have to be given to implementing or revising the national data collection procedures to provide the requested information. As a general principle, the majority of the data to be reported in the Unesco Questionnaire will be data which are already being gathered at project or local and at national levels to permit the management of literacy programmes.

53. It should be recognized that the collection of statistics calls for planned and systematic action. This is particularly so in cases where new procedures will have to be employed to collect the requested information. Consultations will have to be held with the staff of literacy projects and explanations and training provided. The responsible national statistical unit may, in some cases, wish to establish an advisory service to assist literacy organizations in preparing the required information and, perhaps more generally, in the organization of information services for more effective management.

54. This Manual has been prepared with the variety of situations existing in Member States in mind. In some countries literacy programmes are largely or exclusively organized by the national government. In others, regional or local authorities assume responsibilities. Many literacy programmes are privately sponsored or organized at the community level by a variety of organizations. The responsible national statistical unit should assure that the system developed takes into account the situation in the country concerned and provides as complete information as possible on literacy activities.

55. The national statistical unit will frequently send its questionnaires to "parent" agencies which, in turn, will have to obtain primary programme data from their branches or other units. Sometimes, however, the questionnaires will have to be sent to an agency which is "self-contained" and not decentralized; for example, an independent national or local adult education establishment with no "parent" body, or a national broadcasting service which is providing its own educational service direct to its clients.

56. Although the data summarized on (F1) - (F5) for international reporting will also be of interest at the national level, national authorities will also have access to the more valuable basic data (before (F1)-(F5) are summarized). The basic data would be collected on (F4), (F5) and (F7). Some examples of how the basic data form (F7) can be used for national purposes are presented in Appendix 3.

57. A very simple questionnaire (similar to that shown on page 26) could provide the project and local administrative units with all the data elements required for completing form (F7) (as well as data on student fees for (F5)). It is expected that national authorities will perform the summarizing on a copy of (F1), (F2), (F3), (F4) and (F5) of the various completed returns of (F4), (F5) and (F7). Alternatively, certain federal states may decide to delegate the responsibility for preparing a summary of forms (F1) to (F5) to the state (provincial/district) authorities. In order to simplify the instructions for national questionnaires, no reference to "ISCED codes" are made on (F6) and (F7), and the respondents are requested to indicate the type of literacy programme by writing in the title(s) of the programme(s), (which they could select from a list of titles based on Appendix 2 of this Manual). The conversion of these titles into ISCED codes would subsequently be performed by the national authorities conducting the survey. In India it was decided to ask a question on the literacy primers that were used: according to the various primers reported, the national authorities are able to determine the ISCED code.

58. In addition to providing national authorities with a sampling frame for further in-depth studies, the basic data in unsummarized form would permit analyses by geographical or administrative region, by type of organizing agency and by duration of programme. Additional data, breakdowns or cross-classifications could also facilitate analyses by language of instruction, wastage, expenditures on other types of education, and so on. Since the need for additional statistics at the national level will vary considerably from country to country (depending on national policies and priorities), no further standard questionnaires will be proposed. However, Appendix I contains some additional data elements that might be considered for incorporation into surveys undertaken on a periodic or sample basis.

CHAPTER IV

STATISTICS AT THE PROJECT OR LOCAL LEVEL

59. The most immediate and urgent need for literacy information and statistics arises at the project or local administration level. Information is needed for project management, evaluation and control. Certain information will be required on a regular basis. Other information may have to be collected through sample surveys, or special studies. It is usually recommended that project evaluation be in-built and continuous. Evaluation will in any case have to be based upon project records and documentation. Literacy projects require careful maintenance of primary data to control and evaluate their activities, to monitor their progress and to detect problems.

60. It is not possible in this Manual, which focusses primarily upon international statistics, to prescribe the type of statistical system which will be needed at the project or local level. The information needs will depend upon the nature of the project, the social, cultural and economic context in which it is operating and the use to which statistical and other information is to be put. Nonetheless, all projects will probably wish to collect certain information. In determining which information could be collected for international comparison, consideration has been given to the present record keeping practices and information needs with respect to literacy projects in various countries.

61. The project or local administration units will usually provide the information required at State, Provincial and National levels. With this consideration in mind, the following paragraphs identify the type of information that should be recorded at class and local administrative levels and make suggestions as to how such data can serve to complete national and international questionnaires. In putting forward these suggestions, Unesco is mindful of the enormous variation in the way in which literacy programmes are organized and conducted. These proposals may be helpful in some countries, but may be inappropriate or unnecessary in others.

Information on individual participants

62. The data recorded for each participant at the commencement of a literacy class is an important source of data. Such records may be maintained on an individual registration form, and the attendance and progress of participants in a class attendance register. The information commonly collected includes the following: name, sex, age, address, employment status, previous schooling (if any), earlier enrolment in literacy classes, languages spoken and other information. In certain instances it may, for example, be helpful to record the address where the participant is employed, if this is useful as a contact point. In some cases, record is made on the registration form of the learning interests or needs which have prompted enrolment. If fees are charged for the class, record of these might be conveniently maintained on this form. The following is an example of an individual registration form:

Sample Registration Form for Literacy Projects

1. Name of applicant

2. Sex

3. Date of birth

4. Permanent address (Place of residence)

5. Currently employed ? :Yes/No
   If "Yes", a) major occupation (i.e. that which provides major share of income)

   b) address where employed

6. Details of previous literacy programme attended, if any:

7. Highest grade of schooling completed: None ... 1st ....
   2nd ... 3rd ....
   4th or higher...

8. Mother tongue (if relevant)

9. Other languages known (if relevant)

Date form completed: .....

63. When registration forms have been completed they can be used to compile a class attendance register. This register could consist of a list of class members and a series of columns representing meetings of the class. At the commencement of each meeting the appropriate column would be completed to record the presence of class members. In addition, the class attendance register can be used to record examination results.

64. In preparing individual registration forms and attendance registers, it is important to consider the information needs of the instructor or group leader as well as those of supervisors, trainers and other project staff. Care must, of course, also be taken in designing individual registration forms and attendance registers so that they cover the information needs for reporting to regional or national levels. An efficient information system is one which provides all the information required for project management and control, but does not waste scarce resources in the collection of information which is not needed or is unlikely to be used.

Information at class level

65. In most programmes, the literacy group or class will be the first level at which aggregated information is maintained. From the attendance register, monthly or quarterly progress reports can be prepared. These reports which would be sent to the project or local administrative level, would contain basic information concerning the class. This would probably include the location of the class, the programme of which the class is a part, scheduled meeting hours, name of instructor, size of class, number and attendance of male and female participants, lessons covered and similar information. It is useful also to include on this report a place for the instructor or group leader to indicate special problems or other pertinent information which should be brought to the attention of project or local administrative staff.

66. At the end of each year, the attendance registers should be used to produce an annual participation and progress report along the following lines:

Form 6 (F6)

Annual Participation and Progress Report for the year 1980
(to be completed by the teacher for each literacy class which ended in 1980)

1. Name of teacher Mr.
   Mrs. .....
   Miss

2. Location where literacy class was held .....
   .....

3. Was this a functional literacy programme ? (check one box) Yes ☐ No ☐

   (If "yes", what was the subject matter of the functional component ? .....)

4. What literacy primers were used ? .....

5. What was the total duration of the programme in study hours ? .....

6. Was TV or radio used on a regular basis ?

	Yes	No
TV	☐	☐
Radio	☐	☐

		Both sexes	Females only
7.	Class enrolment		
8.	Number who completed at least half the programme		
9.	Number who are now literate		

10. Total amount received in fees .....

67. The above format for Form 6 may appear fairly simple and straight-forward. However a few comments are necessary to explain the rationale of certain questions. The actual wording of this form as prepared by Member States should take into account the purposes that the data are intended to serve, and should be couched in terms that are relevant and well understood in the national context.

68. Question 1 of (F6) is intended to identify the teacher's sex. Question 2 is intended to identify the particular class and also to help determine whether it is offered in either an urban or a rural area. Questions 3 and 4 are intended to supply the information required for classifying the class by ISCED code (at the national level). Question 5 should produce information on the expected number of study hours, as a measure of the effort each participant is expected to make.

69. Question 6 is intended to supply the information on the regular use of television and radio for the eventual completion of (F1). However, the information requested on (F4), Sections 4 and 5, with respect to television and radio broadcasts should be collected directly from the broadcasting centre rather than from the project. This would also be true for production of reading materials, rural libraries, and services provided by mobile units, where the producing- or organizing- agency would have access to the data that are required.

70. Question 7 is intended to supply information on the total number of participants and of those, the number who are women. This information can be derived from the attendance register, and should include all those who dropped out as well as those who completed the programme.

71. The number completing half or more of the expected study hours (Question 8) can also be derived from the class attendance register. The data item may be determined in various ways depending on how records are kept: for example, it may be possible at the end of a programme which is comprised of 100 sessions to identify how many participants attended at least 50 sessions; alternatively these data may be derived from a record of the number who attended the 51st session, or who sat for an intermediate examination about half way through the programme. It would be desirable to inform instructors and other project staff that information is being gathered on this point and to design or re-design attendance registers to make the information readily available. The purpose of this question is to obtain a measure of the rate of drop-out as well as a measure of those who might be considered to have acquired some benefit from the programme (even if they subsequently fail to become literate).

72. The number made literate (Question 9) can, in some cases, be identical to the number receiving literacy certificates. If such certificates are not awarded test results or other records will have to be used to establish this data item. In either case, this information should be readily available at the literacy class level.

73. The project or local administration can usually report all local source income such as school fees (Question 10). Records are also likely to be available on various forms of direct aid to the project. The project may or may not, however, have reliable information on the costs the Government incurs in sponsoring a programme; if not, this information would have to be collected at a higher level.

Information at the project or local administration level

74. In some countries, literacy activities are organized into projects. This is particularly common with experimental programmes. In other countries, literacy is an element in national educational and development programmes and is administered by a local authority or sub-unit of a national authority. In any case, the level referred to is the lowest one at which literacy activities are initiated and controlled. In some programmes, it will be at this level than instructors are employed and that records on their qualifications and experience are maintained. Financial records and information on equipment supplied to classes may also be maintained at this level. If thought and attention are given to designing an information system at this level, it should be possible to associate instructors to the classes and individual participants they teach and to compare the results obtained by instructors with different levels of education and experience. It should also be possible to compare attendance or achievement in different programmes or different sub-areas. Complete files of programme materials will usually be maintained at this level. In brief, the project or local administrative unit is the level at which reliable and adequate information should be available on the progress and problems of the literacy programme in order to make informed management possible.

75. It is evidently not possible to foresee all information needs that literacy activities may engender. Special situations or problems will arise which will require information which has not been collected. The basic information available at the project or local administration level, however, can serve to guide in the design of special surveys or studies in which information needed for particular purposes is gathered.

76. When the project or local administrative unit has received copies of (F6) completed for all of the literacy classes for which it is responsible, it will be able to produce an annual summary of literacy classes. The form which follows is proposed for recording the summary of (F6) data. For each Form 6 one line will be completed on the summary form.

77. At this point, the user of this Manual may wish to refer once again to paragraph 66 to see how the data items reported in (F6) can be used to complete (F7). The sex of the teacher for col. (10) of (F7), can be determined from Question 1. If more than one literacy class has been conducted by the same teacher, then, in accordance with the instructions in paragraph 57, the teacher will be counted only once for columns (9) and (10) of (F7). The location of the programme will indicate whether the data should be classified as urban or rural (i.e. whether col. (13) or col. (14) should be ticked). The type of programme to be reported in col. (1) of (F7) can be determined from Questions 3 and 4. Question 5 provides information for column (2) of (F7). The answer to Question 6 will determine whether a tick should be made in col. (11) and/or in col. (12) of (F7). Questions 7, 8 and 9 will produce the information for columns (3) to (8) of (F7). Question 10 will provide data for box (1) of (F5).

FORM 7 (F7) - ANNUAL SUMMARY OF LITERACY CLASSES FOR THE YEAR 1980
(to be completed by the project or local administrative officer)

Description of type of literacy programme	Total study hours	Enrolment		Number who completed at least half the study hours		Number made literate		Teachers		Regular use of mass media (tick ✓ if used)		Location of class (tick ✓ one only)	
		Both sexes	of which Females	Both sexes	of which Females	Both sexes	of which Females	Both sexes	of which Females	TV	Radio	Urban area	Rural area
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
.													
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.													

Information at the programme level

78. It is often useful to aggregate information for groups of literacy classes that belong to some major category (often called a Programme*) and are designed for a specific clientele. For example, information may be required on all participants and classes in a national Farmers' Functional Literacy Programme and in a Women's Social Development Programme. If the information system has been planned with this need in mind, relevant information should be available on the class report. For certain programmes, it may be desirable or essential to have special information which would not be needed for other programmes. For example, it may be critical to know whether or not participants in the Farmers' Functional Literacy Programme own land or are landless labourers. Such information may not, however, be necessary for the Women's Social Development Programme. On the other hand, detailed family information may be essential for the Women's Social Development Programme, but not for the Farmers' Functional Literacy Programme. The point to be made is that the information system should be developed or modified to provide special programme information if required. Provision might also be made for measuring the relative effectiveness of different programmes.

79. The suggestions made above will have to be evaluated in the light of the prevailing situation in each Member State. The level at which and the manner in which different information items can be most efficiently collected will vary considerably both between and even within States. The intention at the international level is to provide comparable statistics on the literacy efforts being made in Member States.Such statistical information should, however, serve its most useful purpose at the level at which literacy actions are taking place. Accurate and timely information on literacy is a tool for policy formulation and management at all levels. It is thus hoped that Member States will be stimulated by this request from Unesco for statistical information to design and develop, (where they do not already exist), information systems capable of measuring the magnitude of their literacy efforts and monitoring their effectiveness.

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* Not to be confused with the concept of 'programme' as defined in ISCED (see Appendix 2 and Forms 1 to 7).

APPENDIX 1

Additional information at the national level

(for periodic or sample surveys)

At the national level, specific additional tables and information may be required, but will vary according to national priorities, e.g. breakdowns by geographic areas, by ethnic or linguistic groups, etc. Such additional requirements cannot be prescribed in standard tables or questionnaires in the present Manual. They will have to be incorporated by each country into its adaptation of Chapter III and Chapter IV.

However, the following elements are suggested for a national questionnaire for periodic or sample surveys. The proposed data elements will have to be incorporated into a questionnaire modified and adapted to suit local conditions and accompanied by appropriate instructions.

Data elements for a questionnaire on the content and methods of literacy projects

(1) Name of the project:

(2) Agency responsible for the project:

(3) Purpose of the project:

(4) Brief outline of the project:

(5) Date starting:

(6) Number made literate so far:

(7) Adult illiterates - How selected ? Number of participants ?
Number of courses ? Duration of courses ?

(8) Content of literacy projects - organization - preparation of material, training of personnel.

(9) Content - is it only acquaintance with reading, writing and arithmetic and some general knowledge relating to civic and national problems or is it something more ? Provide details.

(10) Are teachers recruited with special training in adult literacy or are they the same school teachers who teach at primary school ?

(11) Do the classes take place in the same school building or elsewhere ?

(12) Are the texts the same as for schoolchildren or are special texts used?

(13) Are the teachers paid or honorary ?

(14) Are students (primary, secondary, higher secondary, etc.) utilized to teach adults ?

(15) What are the teaching methods followed ? Is the teaching composed of lectures only ? Are there practical or field classes ? How many ? What is the class about ?

(16) Are audio-visual aids used ? What are the aids employed ?

(17) What are the other methods used ? Please specify with details.

(18) Please specify the problems felt by adult students and by the teachers. Have any steps been taken to solve them ? If so, what steps ?

(19) What is the cost of the programme ? What is the cost per adult?

(20) What is the medium of instruction ?

APPENDIX 2

The International Standard Classification of Education (ISCED)

2.1 Since 1966, in response to the growing demand for more international comparability in education statistics, the Office of Statistics of Unesco, with the help of consultants and international meetings of experts, has developed the International Standard Classification of Education, (ISCED) [1]* as an instrument for collecting and compiling statistics of education both within individual countries and internationally. It is intended that the classification will apply to data from the school and university systems and to the wide range of programmes of organized education and training provided outside these systems. ISCED provides the much needed definitional basis for identifying such programmes.

2.2 The decision to combine out-of-school education with the more structured school and university systems and to include adult as well as child education in a single classification system may complicate the task of data collection inasmuch as adult education is provided by a multiplicity of agencies. It is, however, in harmony with modern developments in educational policy and planning and with the concepts of life-long education.

2.3 The provision of a common classification framework for school and university education and adult education does not, of course, mean that in statistical tabulations, figures for enrolment, etc., of children and young people in regular education programmes cannot be shown separately from information on adult education. However, ISCED now permits comparisons by programme, field of study and level between these two types of education, which previously had been compared only in terms of total expenditure. It will thus make possible a more complete and integrated statistical presentation of the total educational provision in particular countries and, eventually, in the world as a whole.

Adult Education in the Context of ISCED

2.4 ISCED thus constitutes a framework for the collection and analysis of statistics on adult education. But it is only a framework. The task of establishing efficient statistical systems to accommodate adult education within countries and on a world scale will still be formidable. In order to facilitate this task, a working document [5] was circulated to all Member States, and to all United Nations Organizations. It was tested in two pilot projects in the Libyan Arab Jamahiriya and Norway, and reports of these pilot projects [6, 7 and 8] were presented to an Inter-governmental Meeting of Experts in December 1974. A revised version of the working document, (incorporating the experience of the two pilot projects and suggestions made at the 1974 Meeting), was published in 1975 [2] under the title "Manual for the Collection of Adult Education Statistics".

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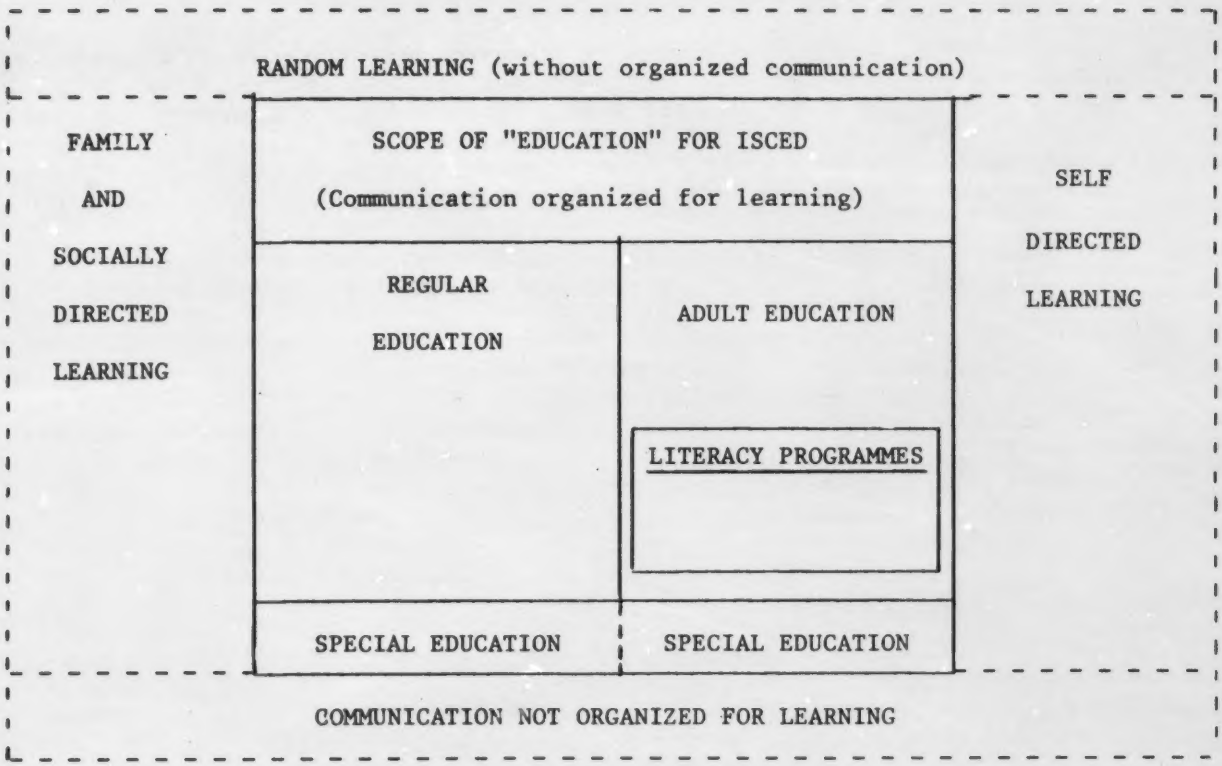
* Numbers in square brackets refer to individual publications in the Bibliography (pp. 62 to 63).

Literacy Statistics in the Context of ISCED

2.5 Although adult education includes literacy programmes and the international data proposed for adult education are pertinent to literacy programmes also, it was considered that additional statistics on literacy programmes could and should be collected. Hence the decision of the Unesco General Conference at its eighteenth session that the present Manual be prepared.

2.6 The relationship of this Manual to ISCED and to the Manual for the Collection of Adult Education Statistics is brought out in the following diagram.

Figure 2 - HUMAN COMMUNICATION AND LEARNING



2.7 The largest rectangle enclosed by a broken line represents Human Communication and Learning and the largest rectangle enclosed by a solid line the Scope of Education intended to be covered by ISCED: (i.e. Communication organized for learning). Within this, Regular Education is separated by a solid line from Adult Education, while Special Education is shown as a segment of both Regular and Adult Education. Literacy Programmes are a part of Adult Education.

2.8 Education itself is given a precise meaning and definition: "Education" is taken to comprise organized and sustained communication designed to bring about learning. The term Adult Education is used here as a synonym for "out-of-school education" and means organized programmes of education provided for the benefit, and adapted to the needs, of persons not in the regular school and university system and generally fifteen years of age or older. Literacy programmes are considered part of adult education.

ISCED Codes

2.9 ISCED provides a system for classifying programmes of education into "levels", "fields of study" and "programmes". Using ISCED, all programmes of regular and adult education can be classified according to:

one of seven levels (or not definable by level);
one of twenty-one fields;
one of some five hundred programmes.

The full ISCED code consists of five digits. Starting from the left:

the first digit represents the level;
the second and third digits represent the field;
the fourth and fifth digits represent the programme.

For literacy programmes, the first three digits are 108 (representing level and field), the fourth and fifth digits identify the main types of literacy programmes:

10800 all literacy programmes;
10811 simple literacy programmes;
10821 functional literacy programmes.

2.10 The definitions of these codes are reproduced in paragraphs 2.13 to 2.22. A further thirteen codes are defined in paragraphs 2.24 to 2.36 of this Appendix making a total of sixteen codes:

ISCED CODE				
10800	LITERACY PROGRAMMES (total)			
10811	SIMPLE LITERACY PROGRAMMES			
10821	FUNCTIONAL LITERACY PROGRAMMES			
10821.01	"	"	"	- general
10821.18	"	"	"	- fine and applied arts
10821.22	"	"	"	- humanities
10821.26	"	"	"	- religion
10821.30	"	"	"	- social and behavioural sciences
10821.50	"	"	"	- health related
10821.52	"	"	"	- trade, craft and industrial
10821.58	"	"	"	- community planning
10821.62	"	"	"	- agriculture, forestry, fishing
10821.66	"	"	"	- home economics
10821.70	"	"	"	- transport & communication
10821.78	"	"	"	- service trades
10821.89	"	"	"	- other.

2.11 As the indentation of the above codes suggests, codes 10811 and 10821 are subdivisions of code 10800, and the thirteen codes 10821.01, 10821.18, 10821.22, 10821.26, ..., 10821.89 are subdivisions of code 10821. The last two digits of the codes of the thirteen types of functional literacy programmes correspond to ISCED fields of study (cf. Ref. [1], ISCED codes 901, 918, 922, 926, ..., 989).

2.12 The thirteen sub-codes of functional literacy programmes are provided for international purposes. Where even finer subdivisions are required for national purposes they should be so defined as to permit aggregation into the standard thirteen sub-codes listed above.

Literacy Programmes (Code 10800)

2.13 Programmes for illiterate adults, (sometimes also provided for children who have no opportunity to attend school), designed to teach basic reading, writing, and sometimes arithmetic. These programmes vary in length from a few weeks to one year or more. They are often part-time, and are con ucted in a wide variety of locations, including village halls or other premises, and sometimes out of doors.

2.14 Literacy programmes may be intended to impart basic literacy skills (see paras 2.17 to 2.19), or may be designed to impart functional literacy, i.e. to enable the learner to attain a level of reading, writing and calculating ability that he can use for his own and his community's benefit. Life-oriented and work-oriented literacy programmes are also embodied in this category (see paras 2.20 to 2.23).

2.15 The language of instruction is generally the learner's mother tongue, but may be a second (local, national or international) language. Programmes are usually organized by whatever government department or service is responsible for literacy (e.g. agricultural extension, labour, community development, animation (Fr.), mass education or social education services); by the armed forces; by non-governmental organizations (e.g. trade unions, women's organizations); by industry; or by co-operative arrangements between two or more of these. Learners may be organized in study groups with a common focus of interest, e.g. members of a co-operative, workers in a particular job, mothers, housewives, etc., often meeting at night or in off-work hours, or sometimes, in the case of "work-oriented" programmes, in the place of work and during working hours. Teaching may take place in any available buildings, including schools, community training centres, private homes, or occasionally out of doors. Classes or groups of workers may receive training both in literacy and in skills required for work, from instructors or literate workers, and classroom sessions may alternate with practical training in the place of work. In other programmes the teaching of reading, writing and calculation may be done by literacy teachers and integrated with vocational training and the acquisition of useful knowledge. Programmes may be given through or supported by radio or television, and special courses may be organized for women.

2.16 The ISCED code 10800 covers all literacy programmes, and is sub-divided into simple literacy programmes (coded 10811), and functional literacy programmes (coded 10821), which in turn is sub-divided into thirteen codes for its different types, as described below (see paragraphs 2.24 to 2.36).

Simple Literacy Programmes (Code 10811)

2.17 Programmes designed to impart the basic skills of reading, writing and sometimes arithmetic to illiterate adults who have had no previous education or have relapsed into illiteracy, and sometimes to children who have no access to regular education. They generally aim to enable the learner to read with understanding and to write simple messages related to his everyday life, and sometimes to do simple calculations. It must be noted that simple literacy programmes are not necessarily inferior to functional literacy programmes, but their aim is limited to the provision of initial skills in the 3Rs within the process of life-long education.

2.18 Simple literacy programmes do not integrate literacy with general education or with technical and vocational training. In this respect, they differ from functional literacy programmes. Programmes involve organized courses that are usually part-time. They may last up to 6 months or more, and cover from 100 to 200 hours of study. The language of instruction is generally the learners' mother tongue, but may be a second language. In the latter case, programmes may be longer, involving the element of second language teaching. Note, however, that programmes primarily designed to teach a national language to linguistic minorities or to immigrants with varying levels of previous education (or none at all) are not to be classified as literacy programmes, but would be classified as adult education under 92215 (Programmes in a "foreign" or second language and its literature).

2.19 Certificates may be awarded, often upon successful completion of a test in reading, writing and arithmetic. Adults usually continue in the same occupation after completing a simple literacy programme, but may sometimes continue their education at the first level.

Functional Literacy Programmes (Code 10821)

2.20 Programmes designed for illiterate adults and young people not enrolled in the school system. Semi-literate learners who have had an incomplete elementary schooling or who have followed an elementary adult literacy programme are sometimes admitted. The programmes aim to impart functional literacy: "The concept of functionality is to be understood in the widest possible sense - economic, social, cultural and political - as denoting the way in which the literacy process attempts to meet the need to learn the rudiments of written communication and arithmetic and the other needs felt by every adult as an individual and as a member of the community. To enable these different needs to be satisfied there are types of integrated programmes designed to strengthen the learning process and make literacy action a process of change that is both produced by and productive of other changes. This relation need not, however, be confined solely to the objective of strictly economic development; it may imbue every area, whether economic, social, cultural or political, in accordance with the needs and motivations of adults themselves and the general context in which the literacy process is taking place. This functional link between literacy action and the life of the men and women towards whom

it is directed must be related in the concept of programmes, the choice of institutions taking part and the nature of the relationship between learners and teachers".* Some programmes integrate literacy teaching with the acquisition of knowledge useful in the learners' everyday life; others, of a "work-oriented" kind, integrate it with elementary vocational training in fields appropriate to the learners' occupation (e.g. agriculture, crafts, industry, or home economics). They will generally impart the ability to read written instructions at work, popular literature and newspapers, and to keep simple accounts.

2.21 These programmes differ from non-general programmes in other fields at level 1 in that they are designed for adults and are outside the regular school system. They differ from Simple Literacy (10811) in that they include elements of general education in such fields as elementary science; health and hygiene; nutrition; civics; religion; and, in the case of "work-oriented" programmes, training for work. They also differ in the level of literacy to be attained. This level may be measured by comparison with the standard reached by children after four to six years of schooling, or by the number of hours of study required, e.g. about 300 hours for learners beginning a programme compared with about 100 hours for basic literacy programmes. Programmes involve organized courses which are usually part-time and they generally last at least one year.

2.22 Content in "work-oriented" programmes is generally based on a study of the exsisting skills of the learners and the requirements of the job. Content also includes ideas, knowledge, practices and skills appropriate to urban and rural environments.

2.23 Functional literacy programmes are designed for illiterate adults and young people not enrolled in the school system. Semi-literate learners who have had an incomplete elementary schooling or who have followed an elementary adult literacy programme are sometimes admitted. The following thirteen sub-divisions of code 10821 are provided for international purposes: (where finer sub-divisions are required for national purposes they should be so defined as to permit aggregation into the standard thirteen sub-divisions that follow).

---

* Unesco, Medium-Term Plan, 1977-1982, 19 C/4 Approved, paragraph 6616 (c) Paris, 1976.

General (Code 10821.01)

2.24 The literacy component of these programmes is integrated with a selection of functional elements such as artistic activities, local history, religious practice, civics, geography, health, crafts, community planning, agriculture, home economics, industry, transport, service trades, etc..., in various combinations. The admixture of functional elements is so complete that it would not be meaningful to apply one single functional descriptor to the programme.

Fine and applied arts (Code 10821.18)

2.25 The literacy component of these programmes is integrated with a fine and applied arts component, which may involve general artistic activities such as drawing and painting, sculpturing, music, dancing, drama, interior design, etc.

Humanities (Code 10821.22)

2.26 The literacy component of these programmes is integrated with a humanities component which may include the learners' mother tongue, or the principal language of his region together with its popular literature, oral traditions, local history and legends, archaeology.

Religion (Code 10821.26)

2.27 The literacy component of these programmes is integrated with a functional component on religion which may include religion in society, the role of sacred writings, religious history, expository methods in religious practice, the reading and study of sacred texts, etc.

Social and behavioural sciences (Code 10821.30)

2.28 The literacy component of these programmes is integrated with a functional component dealing with topics in the social and behavioural sciences, including civics, political and social studies, geography, regional studies, awareness building, conscientization, environmental and ecological studies, etc. These programmes tend to be concerned with particular topics rather than with a study in depth of a number of related courses. Thus, the programmes are designed primarily for those having a non-professional interest in the subject matter, and many are concerned with topics of current interest that will appeal to a broad public.

Health related (Code 10821.50)

2.29 The literacy component of these programmes is integrated with a functional component dealing with preventive medicine and medical treatment topics such as public health, sanitation, first aid, hygiene, rehabilitation of handicapped and injured people, etc. These programmes tend to be concerned with particular topics or techniques rather than the study in depth of a number of related courses. The functional component of the programmes varies in subject matter, sometimes being very broad and general, but usually concentrating on a topic within one of the medical or health areas mentioned above, in relation to local needs. In general, the topics are such that any required technical knowledge can be supplied as part of the programme.

Trade, Craft and Industry (Code 10821.52)

2.30 The literacy component is integrated with a functional component which may vary widely in scope and depth as well as in subject matter, but is generally practical and of immediate application to a particular trade, craft or industry. The functional component covers elementary topics in such areas as pottery, batik dyeing, leather work, metal work, wood work, repair trades, food and drink processing, machinery, construction, mining, refinery, textile industries.

Community planning (Code 10821.58)

2.31 The literacy component is integrated with a functional component on topics dealing with local community projects, local planning ordinances and their applications to the community, principles of community development, principal architectural forms, etc. These topics tend to be concerned with a very broad survey of a subject or with specific aspects or methods, rather than study in depth of a number of related courses. In general, the topics are such that any required technical knowledge can be supplied as part of the programme.

Agriculture, forestry and fishing (Code 10821.62)

2.32 The literacy component of these programmes is integrated with a functional component on agricultural, forestry or fishery topics in such fields as elementary cattle raising, crop rotation, farm practices, soil and water treatment, animal health, forestry, fishing. The focus is toward improving the knowledge and competence of practising farmers, forestry or fishery personnel without technical training, or providing some general knowledge for those who desire to undertake such work.

Home Economics (Code 10821.66)

2.33 The literacy component of these programmes is integrated with a functional component on home economics (domestic science) topics in such fields as the care, maintenance, and improvement of the home, child care, family planning, household food management and nutrition, family sewing and the care and mending of apparel, etc. The functional components vary in subject matter, some being very broad and general, but the majority being concerned with a topic or closely related series of topics within one of the subject areas mentioned above. In general, the topics are such that any required technical knowledge can be supplied as part of the programme. Although these programmes are generally intended for women, they may also be designed for men.

Transport and Communication (Code 10821.70)

2.34 The literacy component of these programmes is integrated with a functional component on transport and communication topics which tend to be concerned with particular topics or techniques, rather than study in depth of a number of related courses, and generally take the form of in-service training for the personnel of companies engaged in air transport, shipping, rail transport, or communication services. The functional component is such that any required technical knowledge can be supplied as part of the programme.

Service trades (Code 10821.78)

2.35 The literacy component of these programmes is integrated with a functional component on various service trades such as barbering and beauty culture, waiter/waitress training, laundry and dry cleaning trades, other hotel trades, retailing, tourist trades, cooperatives. Any technical knowledge required is such that it can be included as part of the programme.

Other (Code 10821.89)

2.36 The literacy component of these programmes is integrated with a functional component other than those listed in programmes 10821.18, 10821.22, 10821.26, 10821.30, 10821.50, 10821.52, 10821.58, 10821.62, 10821.66, 10821.70 and 10821.78. Subject areas within which the functional component will fall include, e.g. physical education, police work, fire protection, other civil security and military subjects, social welfare, environmental topics.

Programmes that overlap subject-matter categories

2.37 Although the foregoing definitions may give the impression that all literacy programmes can be neatly slotted into one or other of the categories that are listed in the preceding paragraphs, in actual practice the nature of particular programmes may not be so distinctly definable. In most countries the subject content of literacy programmes is constantly under scrutiny and is frequently revised. This fluidity is important if the programmes are to reflect changing social and economic conditions, plans and objectives. It is to be expected, therefore, that no set of subject-matter categories can accomodate all existing programmes with no overlap. Thus, the subcodes of ISCED code 10821 should be interpreted as referring to programmes primarily consisting of the specified subject-matter content. Of course, the ISCED groupings have been designed on the basis of common subject combinations and therefore many (if not most) programmes will fall into one programme group.

2.38 Programmes that do not fall entirely within one ISCED programme group should be assigned to the group within which the principal part of the programme falls from the viewpoint of classroom - time involved (including workshop and field work).If the instructional time is equally divided between two or more functional elements (e.g. agriculture, home economics, social science and religion), the programme should be classified as functional literacy programme (general) (code 10821.01). Whenever there is doubt as to whether a literacy programme is intended to be functional or not, it should be classified as a simple literacy programme (code 10811).

APPENDIX 3

Examples of some graphs

Figures 3.1 to 3.4 which follow present examples of how data collected from different countries on copies of Form 1 (F1) can be used to make inter-country comparisons. It should be noted that these figures represent only a very small proportion of the total number of comparative figures that could be derived from the proposed international questionnaire. The graphs have been drawn on the basis of data collected in the pilot-tests undertaken in Brazil, Jamaica, Sierra Leone and Tanzania.

Figures 3.5 to 3.10 are examples of how the data collected on copies of Form 7 (F7) have been used by two countries to make comparatives studies of literacy activities in the different zones or regions of each country. Figure 3.11 shows how a particular ISCED code has been used in Tanzania to distinguish functional literacy programmes on home economics from other types of functional literacy programmes.

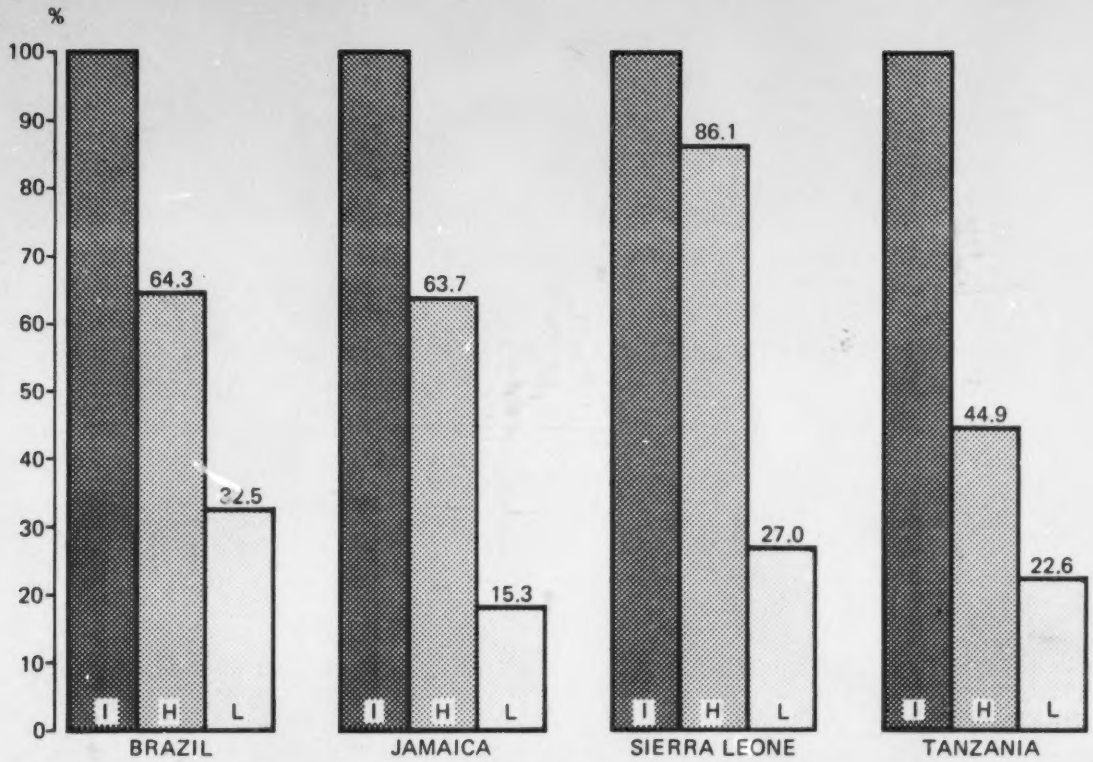


Fig. 3.1 PROPORTION OF INITIAL ENROLMENT WHICH COMPLETED HALF THE LITERACY PROGRAMME AND WAS MADE LITERATE IN 1977, BRAZIL, JAMAICA, SIERRA LEONE, TANZANIA. (I = 100% = initial enrolment; H = % completing half the programme; L = % made literate)

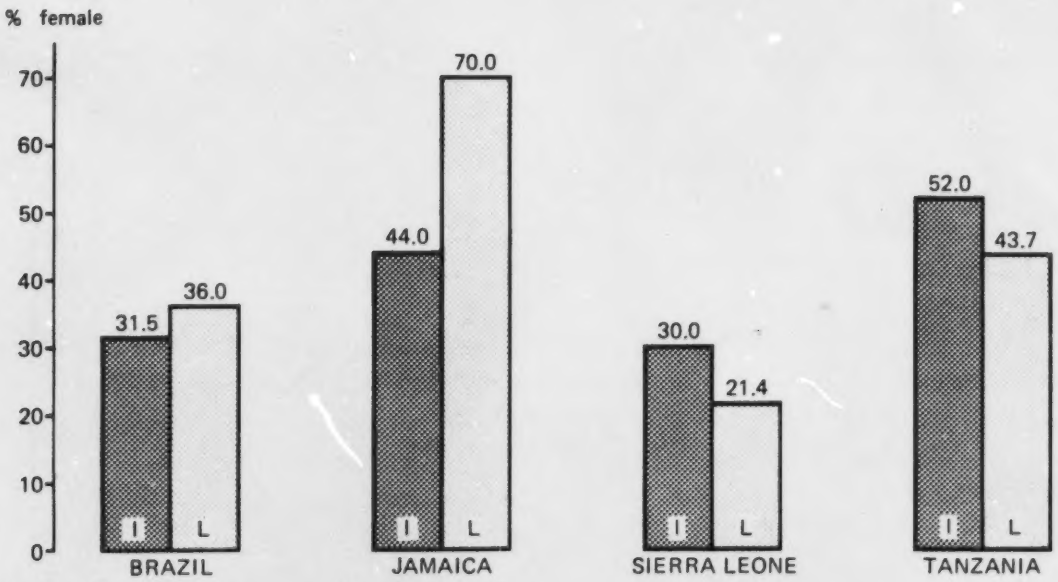


Fig. 3.2 PERCENTAGE FEMALE OF INITIAL ENROLMENT AND OF NEW LITERATES FOR 1977 LITERACY PROGRAMMES, BRAZIL, JAMAICA, SIERRA LEONE, TANZANIA.

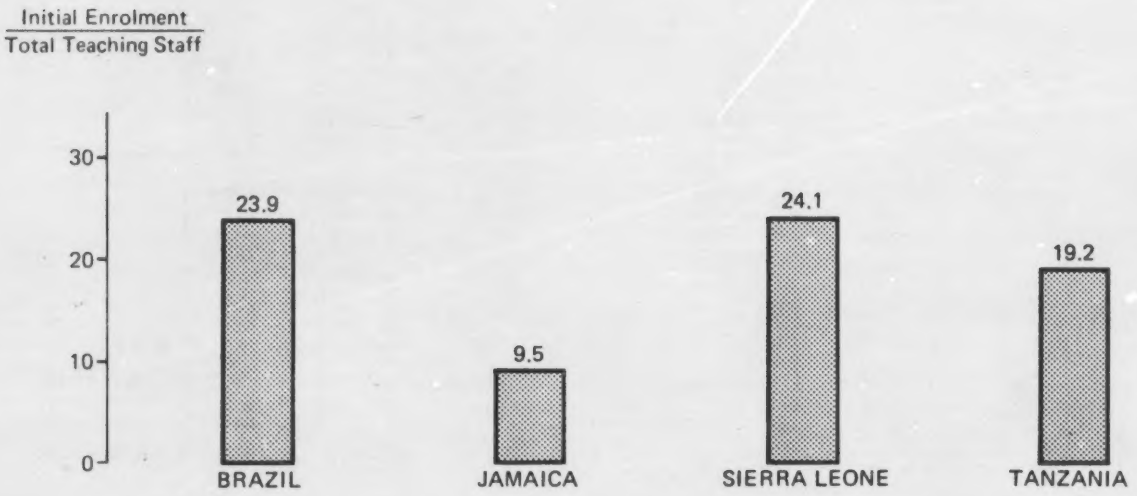


Fig. 3.3 STUDENT/TEACHER RATIO 1977 LITERACY PROGRAMMES, BRAZIL, JAMAICA, SIERRA LEONE, TANZANIA.

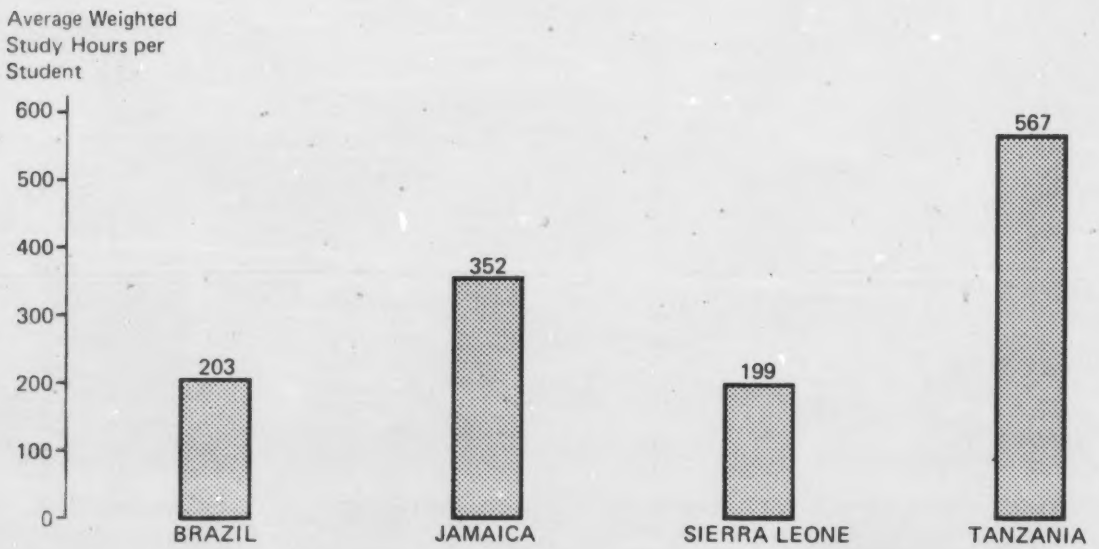


Fig. 3.4 AVERAGE WEIGHTED STUDY HOURS PER STUDENT IN 1977 LITERACY CLASSES, BRAZIL, JAMAICA, SIERRA LEONE, TANZANIA.

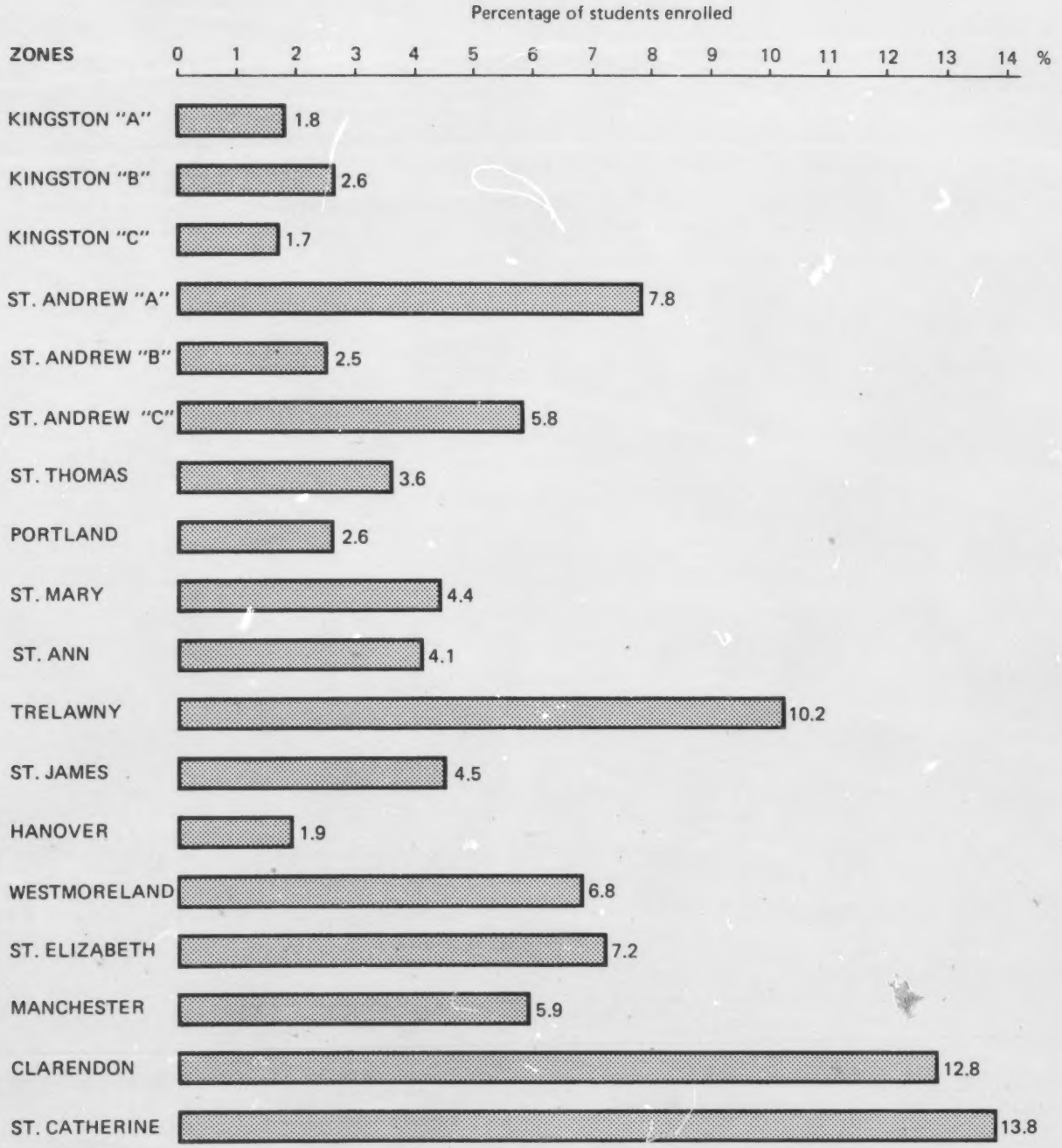


Fig. 3.5 PERCENTAGE DISTRIBUTION OF STUDENTS ENROLLED IN LITERACY PROGRAMMES BY JAMAL ZONES, JAMAICA, 1977.

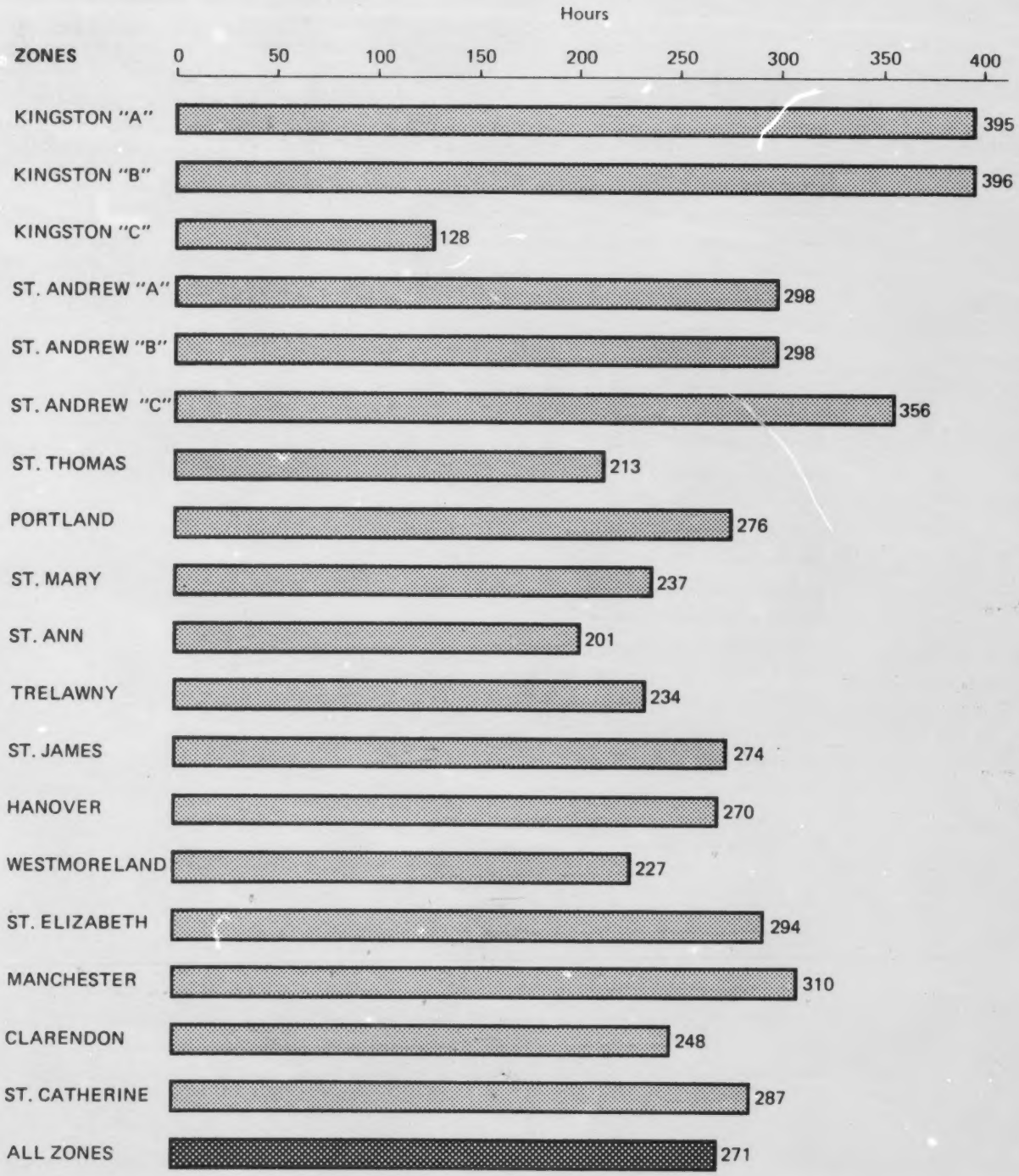


Fig. 3.6 THE AVERAGE ANNUAL WEIGHTED STUDY HOURS OF LITERACY PROGRAMMES BY JAMAL ZONES, JAMAICA, 1977.

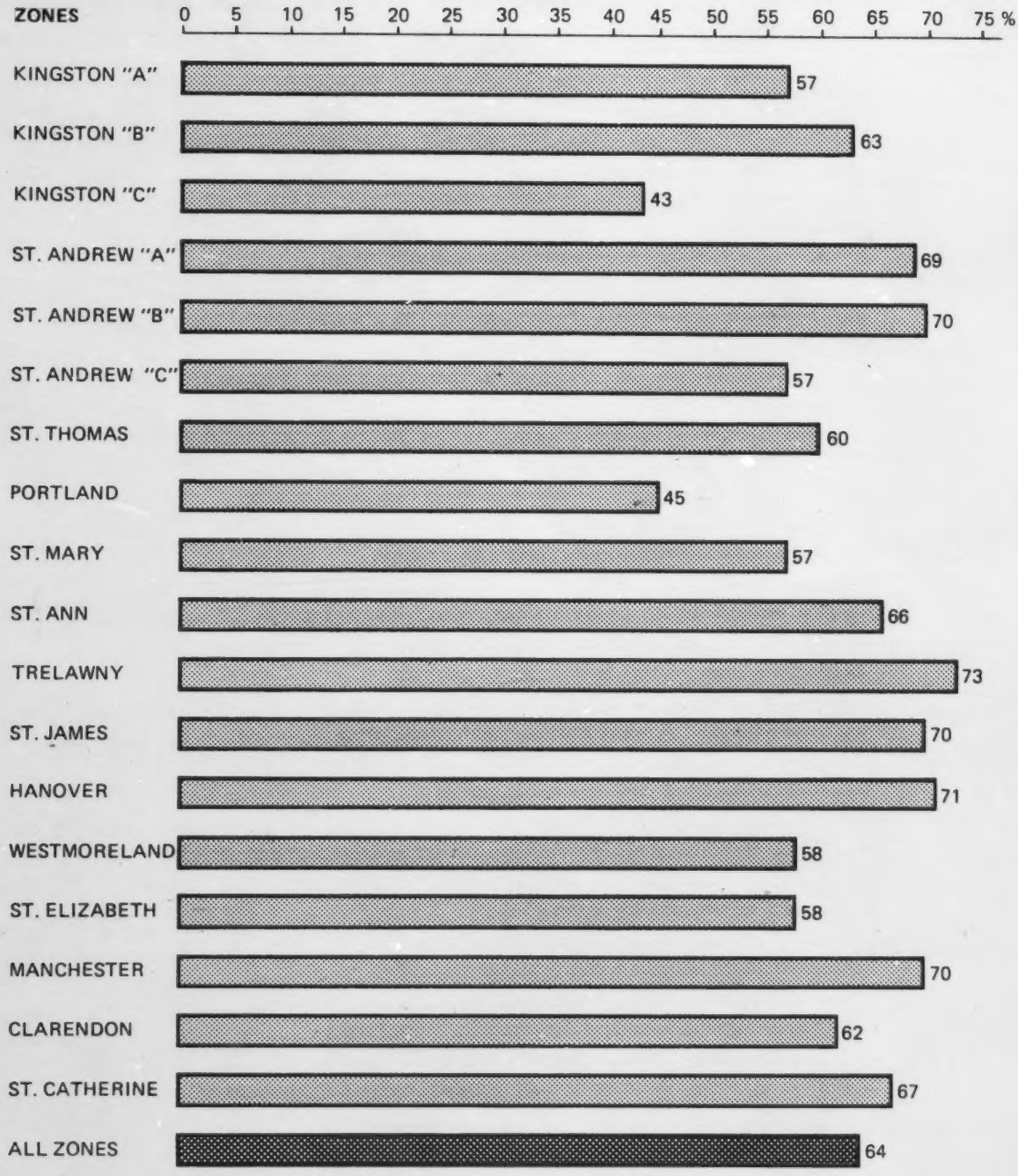


Fig. 3.7 PERCENTAGE OF STUDENTS COMPLETING AT LEAST HALF THEIR LITERACY PROGRAMME BY JAMAL ZONES, JAMAICA, 1977.

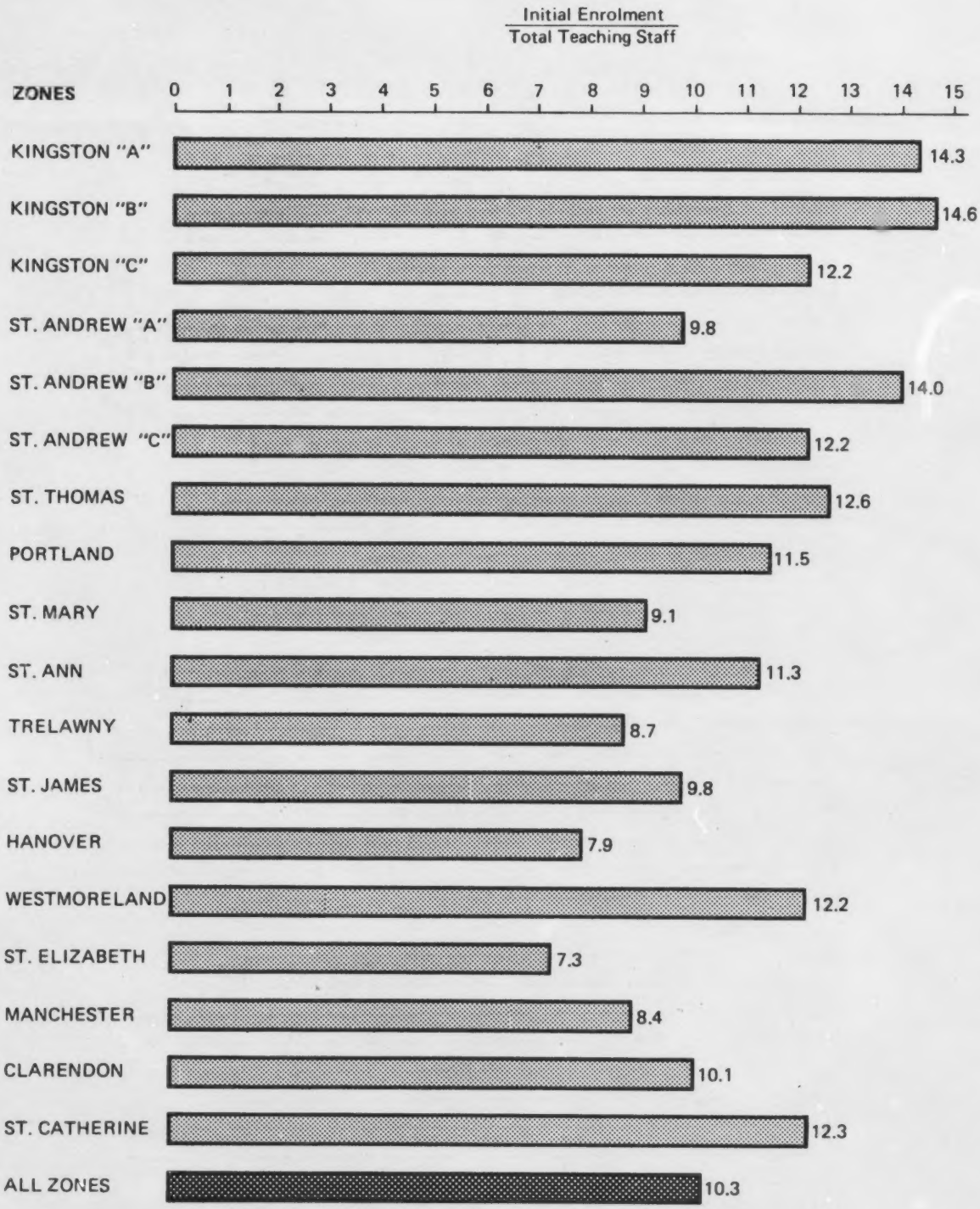


Fig. 3.8 STUDENT-TEACHER RATIO IN LITERACY PROGRAMMES BY JAMAL ZONES, JAMAICA, 1977.

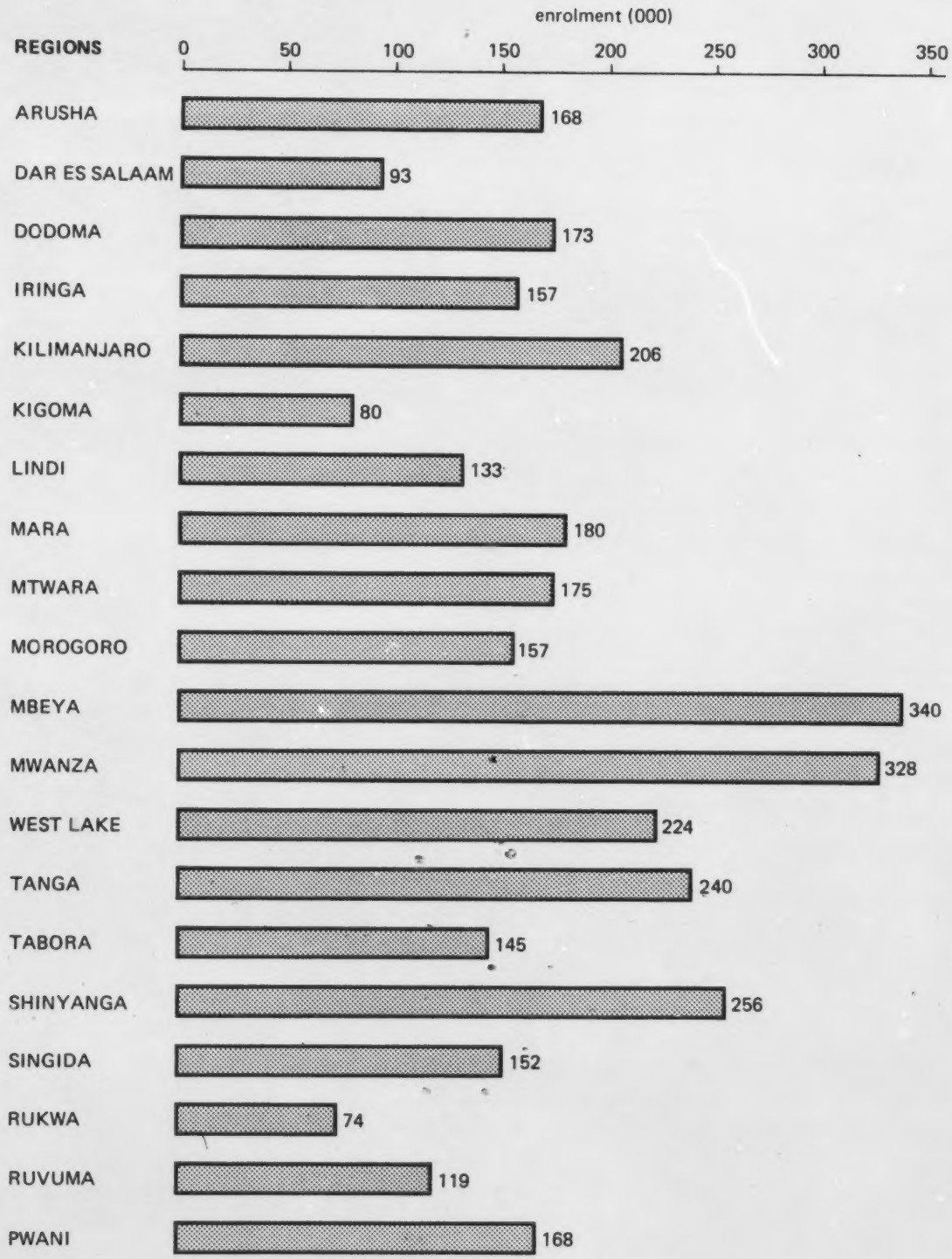


Fig. 3.9 TOTAL ENROLMENT IN FUNCTIONAL LITERACY PROGRAMMES BY REGION, TANZANIA, 1977.

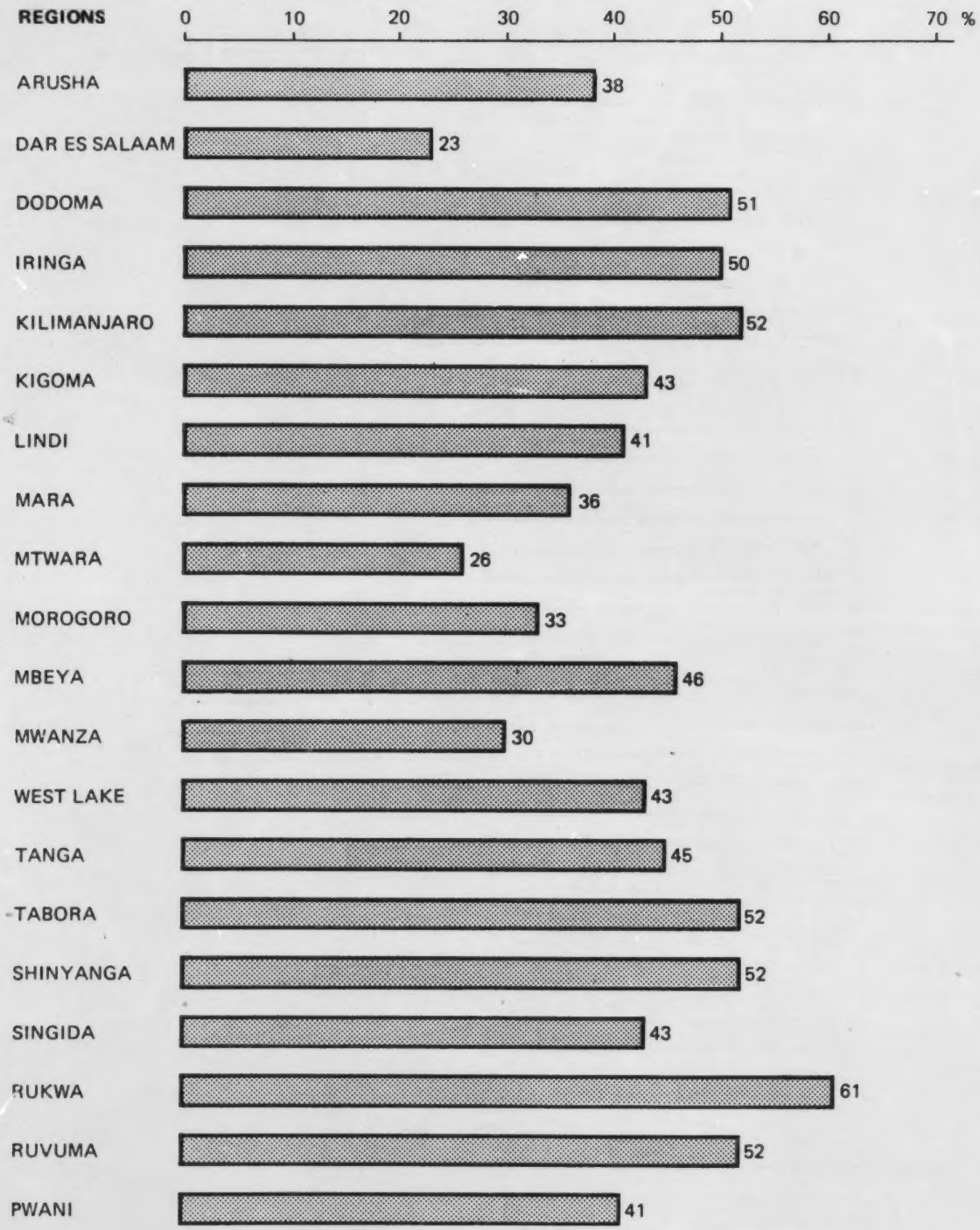
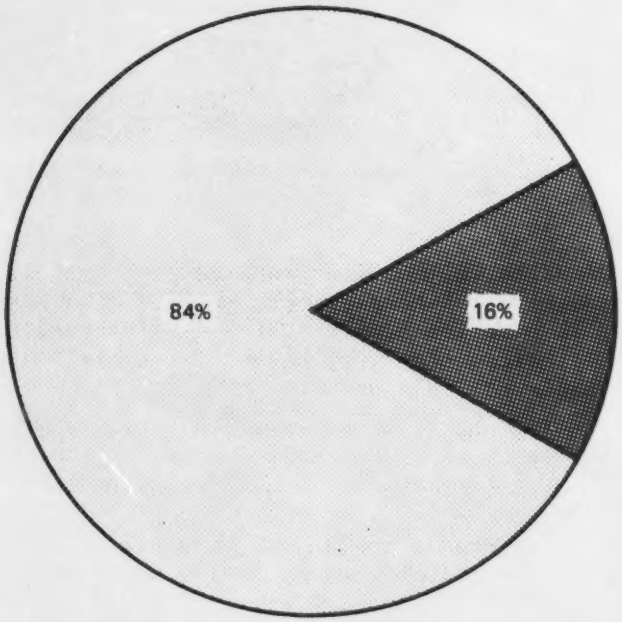


Fig. 3.10 PERCENTAGE OF FEMALES IN FUNCTIONAL LITERACY PROGRAMMES BY REGION, TANZANIA, 1977.



Other functional literacy programmes

Home economics functional literacy programmes (ISCED Code 10821.66)

Fig. 3.11 PARTICIPATION IN HOME ECONOMICS FUNCTIONAL LITERACY PROGRAMMES AS COMPARED TO PARTICIPATION IN OTHER FUNCTIONAL LITERACY PROGRAMMES, TANZANIA, 1977.

APPENDIX 4

EXAMPLES OF COMPLETED COPIES OF: (F1), (F2), (F3), (F4) and (F5)

The forms which follow illustrate how a hypothetical country (the Republic of Nolandia) might complete its national summary of literacy activities for 1980. In practice Member States will generally complete (F2) and (F3) before (F1), since the first eleven lines of (F1) correspond to the sum of urban (F2) and rural (F3) areas.

These examples show various relationships between (F1), (F2) and (F3) and between the different ISCED codes:

1) figures reported for subsets of code 10821 correspond to the total of 10821;

2) figures reported for code 10800 correspond to those reported on the same form for 10811 and 10821;

3) on (F1) the average weighted number of study hours reported in column (2) of line (1) has been calculated as follows:

$$\frac{(140 \times 15{,}080) + (362 \times 22{,}836)}{(15{,}080 + 22{,}836)} = 274$$

4) the above relationship can be cross-checked with columns (2) and (3) of code 10800 reported in (F2) and (F3):

$$\frac{(174 \times 4{,}358) + (287 \times 33{,}558)}{(4{,}358 + 33{,}558)} = 274$$

It should be noted that the following examples provide a fairly clear statistical picture of the types and extent of literacy activities that took place, (the importance of functional literacy programmes in agriculture, forestry and fishing in rural areas, the contribution of mass media, the different patterns of drop-out and success by sex and type of programme, the various types of supporting services for literacy activities, etc.). The value of the statistical information presented in these forms will be further enhanced when comparable data are available for a series of years and for other countries.

FORM 1 (F1) NATIONAL SUMMARY OF LITERACY PROGRAMMES FOR THE YEAR 1980 COUNTRY: Rep. of Nolandia

		Type of programme (ISCED Codes) (1)	Average weighted number of study hours per student (2)	Enrolment by programme Total M+F (3)	Enrolment by programme of which F (4)	Number completing at least half of the programme Total M+F (5)	Number completing at least half of the programme of which F (6)	Number made literate in the programme Total M+F (7)	Number made literate in the programme of which F (8)	Total teaching staff Total M+F (9)	Total teaching staff of which F (10)
Total	1	10 800	274	37 916	13 404	25 006	9 864	14 911	6 118	1 789	779
	2	10 811	140	15 080	6 719	9 681	4 721	5 937	2 671	700	443
	3	10 821	362	22 836	6 685	15 325	5 143	8 974	3 447	1 089	336
	4	10821 5.2	240	1 020	36	803	28	512	21	80	–
	5	10821 6.2	367	15 828	1 221	9 721	809	5 102	412	614	29
	6	10821 6.6	390	5 210	5 210	4 106	4 106	2 911	2 911	325	306
	7	10821 7.0	227	462	–	410	–	280	–	38	–
	8	10821 7.8	256	316	218	285	200	169	103	32	1
	9	10821 ...									
	10	10821 ...									
	11	10821 ...									
Of which TV used on regular basis	13	10 811	Simple literacy	10 735	4 992	8 633	3 605	5 112	2 779		
	14	10 821	Functional (total)								
	15	10821 ...									
	16	10821 ...									
	17	10821 ...									
	18	10821 ...									
	19	10821 ...									
	20	10821 ...									
of which radio used on regular basis	22	10 811	Simple literacy								
	23	10 821	Functional (total)	7 612	897	5 865	640	3 867	493		
	24	10821 6.2		7 612	897	5 865	640	3 867	493		
	25	10821 ...									
	26	10821 ...									
	27	10821 ...									
	28	10821 ...									
	29	10821 ...									
	30	10821 ...									

Questionnaire completed by: _____ Mailing address: _____

Date: _____

Received by: _____

Date: _____

FORM 2 (F2) URBAN

COUNTRY: Rep. of Nolanolia

NATIONAL SUMMARY OF LITERACY PROGRAMMES IN URBAN AREAS FOR THE YEAR 1980

Type of programme (ISCED Codes)		Average weighted number of study hours per student	Enrolment by programme		Number completing at least half of the programme		Number made literate in the programme		Total teaching staff	
			Total M + F	of which F	Total M + F	of which F	Total M + F	of which F	Total M + F	of which F
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10 800	TOTAL	174	4358	2261	3375	1838	2121	929	342	124
10 811	simple	128	2007	2560	1877	1610	1160	805	192	123
10 821	functional	239	254	1798	1498	228	961	124	150	1
10821.01	general									
10821.18	fine arts									
10821.22	humanities									
10821.26	religion									
10821.30	social science									
10821.50	health									
10821.52	trade, craft, industry	240	1020	36	803	28	512	21	80	–
10821.58	community									
10821.62	agriculture, forestry, fishing									
10821.66	home economics									
10821.70	transport	227	462	–	410	–	280	–	38	–
10821.78	service trades	256	316	218	285	200	169	103	32	1
10821.89	other									

FORM 3 (F3) RURAL

COUNTRY: Rep. of Nolandia

NATIONAL SUMMARY OF LITERACY PROGRAMMES IN RURAL AREAS FOR THE YEAR 1980

Type of programme (ISCED Codes)		Average weighted number of study hours per student	Enrolment by programme		Number completing at least half of the programme		Number made literate in the programme		Total teaching staff	
			Total M + F	of which F	Total M + F	of which F	Total M + F	of which F	Total M + F	of which F
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10 800	TOTAL	287	33 558	11 143	21 631	8026	12 790	5 189	1447	655
10 811	simple	142	12 520	4 712	7 804	3 111	4 777	1 866	508	320
10 821	functional	373	21 038	6 431	13 827	4 915	8 013	3 323	939	335
10821.01	general									
10821.18	fine arts									
10821.22	humanities									
10821.26	religion									
10821.30	social science									
10821.50	health									
10821.52	trade, craft, industry									
10821.58	community									
10821.62	agriculture, forestry, fishing	367	15 828	1221	9721	809	5 102	412	614	29
10821.66	home economics	390	5 210	5210	4106	4 106	2 911	2911	325	306
10821.70	transport									
10821.78	service trades									
10821.89	other									

FORM 4 (F4) COUNTRY: Rep. of Nolandia

NATIONAL SUMMARY OF LITERACY SUPPORT AND FOLLOW-UP ACTIVITIES FOR THE CALENDAR YEAR 1980 (OR THE FINANCIAL OR OPERATING YEAR ENDING IN 1980)

(N.B. Report only those activities which were designed specifically as support or follow-up activities for literacy programmes)

1. Reading Materials (Books, Periodicals, Rural Press)

Number of titles and/or issues	Total copies produced	No. of copies distributed		Annual current expenditure*
		Nos. distributed free	Nos. sold	
23	150 000	20 000	100 000	75 000

2. Libraries (including Mobile Libraries)

Number of libraries	Total stock of volumes (books, periodicals, newspapers)	Total No. of borrowers using libraries during the year	Total No. of loans during the year	Annual current expenditure*
1	75 000	32 000	130 000	20 000

3. Mobile Audio-visual Units (excluding Mobile Libraries)

Number of units in operation	Total field visits made during the year	Estimate of public reached	Annual current expenditure*
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4. Television Broadcasts

Audience focus (check one or more)			Programme focus by ISCED Codes	Total hours of transmission	Estimated target population	Full-time staff		Annual current expenditure*
Urban	Rural	General				HQ	Field	
☑	☐	☐	108.11 108.... 108....	40	1 000 000	4		20 000

5. Radio Broadcasts

Audience focus (check one or more)			Programme focus by ISCED Codes	Total hours of transmission	Estimated target population	Full-time staff		Annual current expenditure*
Urban	Rural	General				HQ	Field	
☐	☑	☐	108.42 108.... 108....	84	5 000 000	6	3	32 000

6. Other (Specify)

	Estimated target population	Full-time staff		Annual current expenditure*
		HQ	Field	
Preparation of audio cassettes for simple literacy programmes in rural areas	6 000 000	2		5 000

* National currency: Nolandia dollars
Units reported (e.g. units/thousands/millions)
Underline the unit used

FORM 5 (F5) COUNTRY: Rep. of Nolandia

FINANCIAL DATA (SOURCES OF FUNDING) AND VOLUNTARY SERVICES FOR LITERACY ACTIVITIES, CALENDAR YEAR 1980 (OR THE FINANCIAL OR OPERATING YEAR ENDING IN 1980)

Total Operating income from:*

Student Fees	Non-governmental National and Local sources	Local and Regional Government	National Government Sources	International and foreign sources	Total operating income from all sources
(1)	(2)	(3)	(4)	(5)	(6)
1 000	10 000	20 000	40 000	10 000	81 000

Voluntary Services Rendered.

Volunteer teachers		Volunteer staff performing other duties	
No.	Total teaching hours	No.	Total working hours
(7)	(8)	(9)	(10)
250	50 000	15	1500

* National currency: Nolandia dollars
Units reported (e.g. units/thousands/millions)
Underline the unit used

APPENDIX 5

PARTICIPANTS

at the

UNESCO MEETING ON STATISTICS

for

LITERACY PROGRAMMES

Tehran, 14-18 October 1978

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14. Unesco. Revised Recommendation concerning the International Standardization of Educational Statistics adopted by the General Conference at its Twentieth Session. Paris, 1978. 32 p.

15. Unesco. Office of Statistics. Educational Attainment and Illiteracy, 1945-1974. Paris, 1977. 233 p. (ST/S/22).

16. Unesco. Office of Statistics. Towards a Methodology for Projecting Rates of Literacy and Educational Attainment. Paris, 1977. 145 p. (CSR-E-28)

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I N D E X

	Key terms used	Paragraph number*
A —	Achievement	74
	Adult education (ISCED definition of)	2.6/2.7/2.8
	Adult education planning	3
	Adult education statistics	3/4/2.3/2.4
	Advisory service	53
	Agricultural extension	2.15
	Agriculture	2.24/2.32
	Air transport	2.34
	Ancillary activities	36/37
	Animal health	2.32
	Animation	2.15
	Apparel (care and mending of)	2.33
	Archaeology	2.26
	Architectural forms	2.31
	Arithmetic	2.13/2.17
	Armed forces	2.15
	Artistic activities	2.24/2.25
	Arts (applied)	2.25
	Arts (fine)	2.25
	Attendance (records, registers)	62/63/64/70/71/74
	Audience (target)	40
	Audio-visual aids	Appendix 1
	Awareness building	2.28

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* Paragraph numbers beginning "2." (e.g. "2.6") refer to Appendix 2

	Key terms used	Paragraph number
B —	Barbering	2.35
	Basic literacy skills	2.14/2.17
	Batik dyeing	2.30
	Beauty culture	2.35
	Behavioural sciences	2.28
	Bibliography	12
	Books	37
	Broadcasts	6/28/40/55/69
	Brochures	37
C —	Cattle raising	2.32
	Censuses	29
	Certificates	72/2.19
	Child care	2.33
	Civic problems	Appendix I
	Civics	2.21/2.24/2.28
	Civil security	2.36
	Communication (human)	2.7/2.8
	Communications	2.34
	Community development	2.15/2.31
	Community planning	2.24/2.31
	Community training centers	2.15
	Conscientization	2.28
	Consciousness-raising	39
	Construction	2.30

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	Key terms used	Paragraph number
	./.	
	Co-operatives	2.15/2.35
	Crafts	39/2.20/2.30
	Crop rotation	2.24/2.32
	Culture	39/42/2.20
D —	Dancing	2.25
	Design (interior)	2.25
	Domestic science	2.33
	Drama	2.25
	Drawing	2.25
	Drink processing	2.30
	Drop-outs	6/7/71
	Dry cleaning	2.35
	Duration (of literacy programmes)	23/66
E —	Ecological studies	2.28
	Economic development	2.20
	Economics (home)	39/2.24/2.33
	Education, (ISCED definition of)	2.7/2.8
	Education (physical)	2.36
	Educational policy	2.2
	Elementary science	2.21
	Enrolment	7/24/62
	./.	

Key terms used	Paragraph number
./.	
Environmental studies	2.28
Environmental topics	2.36
Equipment	74
Evaluation	5/59
Examinations	71
Expenditures	36/58
Experimental programmes	74
Extension programmes	39/2.15
F — Family planning	2.33
Family sewing	2.33
Farm practices	2.32
Farmers' Functional Literacy Programme	78
Fees	43/62/73
Field of study	2.9/2.11
Field visits	39
Financial data	43
Financial records	74
Fine arts	2.25
Fire protection	2.36
First aid	2.29
Fishing	2.32
Follow-up activities	36
Food management	2.33
Food processing	2.30
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	Key terms used	Paragraph number
	./.	
	Forestry	2.32
	Full-time teaching activities	27
	Functional literacy programmes	22/23/2.20
	Funds	43
G —	General education	2.21
	General functional literacy	2.24
	General knowledge	Appendix 1
	Geography	2.24/2.28
H —	Health	2.21/2.24/2.29
	Health (public)	2.29
	History (local)	2.24/2.26
	History (religious)	2.27
	Home care	2.33
	Home economics	39/2.24/2.33
	Hotel trades	2.35
	Hours, study	23/25/2.18/2.21
	Hours of transmission	40
	Housewives	2.15
	Human communication	2.6/2.7
	Human learning	2.6/2.7
	Humanities	2.26
	Hygiene	2.21/2.29

	Key terms used	Paragraph number
I —	Illiterates	6/8/40/2.21
	Income	73
	Industry	45/2.15/2.24/2.30
	Information system	64/79
	In-service training	2.34
	Instruction (language of)	58
	Instructor	64/65
	Interior design	2.25
	International Conference on Adult Education	3
	ISCED (International Standard Classification of Education)	20/21/30/57/68/Appendix 2
	ISCED codes	2.9/2.10
L —	Labour (Ministry of)	2.15
	Language of instruction	58/2.15/2.18
	Laundry trades	2.35
	Learning	2.7/2.8
	Learning interests	62
	Leather work	2.30
	Legends	2.26
	Level of education	2.9
	Libraries	8/38/42
	Life-long education	2.2/2.17
	Life-oriented literacy	2.14
	Literacy activities	54/74
	Literacy classes	19/50/52/62/65

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Key terms used	Paragraph number
./.	
Literacy programmes	4/5/78/2.9/2.10/2.13
Literacy project	14/50/53/57/59/61/74
Literacy rates	2
Literacy support programmes	36
Literature (popular)	2.20/2.26
Local history	2.24/2.26
Local planning ordinances	2.31
Location of literacy classes	65/77/2.13
M — Machinery	2.30
Management (of literacy projects)	59/64
Mass-education	2.15
Mass-media	28/37/40/69/77
Media of instruction	6
Medical treatment	2.29
Medicine (preventive)	2.29
Meeting hours	65
Metal work	2.30
Methods (expository)	2.27
Military subjects	2.36
Mining	2.30
Mobile libraries	38
Mobile units	39/69
Mother tongue	62/2.15/2.18/2.26
Mothers	2.15
Music	2.25

	Key terms used	Paragraph number
N —	National authorities	50
	National statistical requirements	51
	Neo-literates	8/37/39/42
	Newspapers	2.20
	Non-governmental bodies	44/2.15
	Non-literates	39
	Non-participants in adult education	5
	Nutrition	2.21/2.33
O —	Oral traditions	2.26
	Out-of-school education	2.2/2.8
P —	Painting	2.25
	Parent agencies	14/50/55
	Participant	5/6/7/62
	Part-time teaching activities	27
	Periodicals	8/37
	Physical education	2.36
	Pilot projects in adult education statistics	2.4
	Planning	5/13
	Police work	2.36
	Political studies	2.28
	Popular literature	2.20
	Post-literacy activities	36
	Pottery	2.30

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Key terms used	Paragraph number
./.	
Pre-literacy activities	36
Press (rural)	37
Preventive medicine	2.29
Primers (literacy)	57/66
Production of reading materials	37
Programmes (literacy)	4/5/78/2.9/2.10/2.13
Progress reports	65/66
Project evaluation	59
Project management	64
Public health	2.29
Publicity	39
Q — Qualifications (teachers)	74
Questionnaire flows	14/19/50/52/55
Questionnaire forms	19/62/66/77
R — Radio	6/28/41/66/69/2.15
Rail transport	2.34
Random learning	2.6
Reading materials	8/37/69
Recruitment	39
Refining	2.30
Regional studies	2.28
Registration forms	62/64
Regular education	2.3/2.6/2.7/2.8
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Key terms used	Paragraph number
./.	
Rehabilitation	2.29
Religion	2.21/2.27
Religious history	2.27
Religious practice	2.24
Repair trades	2.30
Reporting year	17/18
Resources	8
Retailing	2.35
Rural areas	29/40/68/77/2.22
Rural libraries	38/69
Rural press	37
S — Sacred texts	2.27
Sacred writings	2.27
Sample surveys	16/58/59
Sanitation	2.29
School attendance	13
Science (behavioural)	2.28
Science (elementary)	2.21
Science (social)	2.28
Sculpturing	2.25
Second language teaching	2.15/2.18
Security (civil)	2.36
Self-learning	2.6
./.	

	Key terms used	Paragraph number
	./.	
	Semi-literates	2.20/2.23
	Service trades	2.24/2.35
	Sewing	2.33
	Shipping	2.34
	Simple literacy programmes	2.17
	Social education	2.15
	Social science	2.28
	Social studies	2.28
	Social welfare	2.36
	Socio-economic characteristics	5
	Socio-economic planning	13
	Soil treatment	2.32
	Sources of funds	43
	Special education	2.6/2.7
	Stock data on literacy	2
	Student fees	43
	Study hours	23/25/66/68
	Substitute teachers	27
	Supporting activities	5/36
T —	Target population	40
	Teachers (paid, volunteer)	8/21/27/2.15
	Teaching methods	Appendix I
	Technical training	2.18
	Television (TV)	6/28/40/66/69/2.15
	./.	

	Key terms used	Paragraph number
	./.	
	Tests (literacy)	72/2.19
	Textile industries	2.30
	Texts (Sacred)	2.27
	Three R's	2.17
	Tourist trades	2.35
	Trade unions	44/2.15
	Trades	39/2.30
	Trades (service)	2.24/2.35
	Traditions (oral)	2.26
	Transmissions	40
	Transport	2.24/2.34
U —	University education	2.3
	University system	2.1/2.2
	Urban areas	29/40/68/77/2.22
V —	Vocational training	2.15/2.20
	Voluntary staff	8/27/49
W —	Waiter training	2.35
	Waitress training	2.35
	Wastage	58
	Water treatment	2.32
	Welfare (social)	2.36
	./.	

Key terms used	Paragraph number
./.	
Women's organizations	2.15
Women's Social Development Programmes	78
Woodwork	2.30
Work-oriented programmes	2.14/2.15/2.20/2.21/2.22
Y — Year (reporting)	17/18